

Officer material

My colleague, Richard Garner, had quite a surprise when he visited forces' schools in West Germany to write the report that appears on page 6. He was made a lieutenant colonel for the duration of his stay, making him one of the few holders of that rank in the London borough of Islington, where he lives.

Army ranks are not only given to visiting journalists, but also the teachers at Ministry of Defence schools. The ranking is to help the services grant appropriate accommodation. Teachers on Scale 1 are given accommodation equivalent to that of an army captain, and head-teachers that of a lieutenant colonel. The school caretaker doubtless gets a mansion with several acres of grounds.

The teachers are also subject to military discipline while they are abroad, and can, in the event of a misdemeanour, actually be court-martialled.

Suddenly, a yearly assessment by the friendly local authority adviser doesn't seem so terrible after all.

No Post Office stamp of approval for the NUT

What is the difference between a Christmas card from the National Union of Teachers and one from the Professional Association of Teachers?

Answer: The PAT is allowed to have a slogan on the envelope. The NUT is not.

For 15 years the PAT has had the slogan "Children First, Strike Never" on every envelope emanating from its headquarters. The NUT has applied to the Post Office to stamp "Education Cuts Don't Heal" on all letters leaving the HQ. But the Post Office says such a slogan would be political and it is "determined to maintain its stance of political impartiality".

The NUT rather questions this: "We get letters with slogans like 'London Health Emergency - Patients Not Profit', 'Pay and Conditions - The

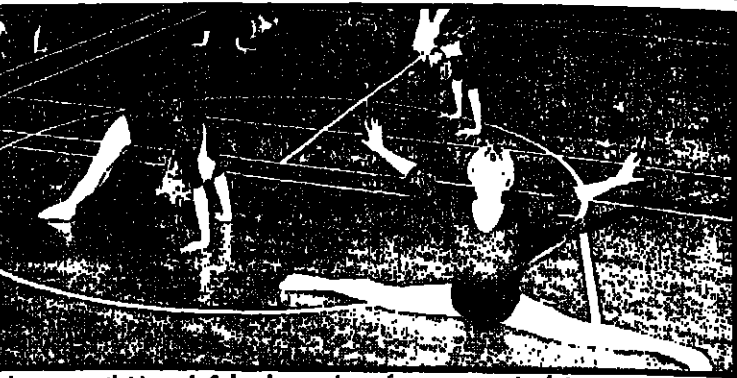
Fight is on', and from the Local Government Campaign Unit saying 'For the defence of local democracy', a union spokesman said.

"We even get letters from the Manpower Services Commission stamped 'Say Yes to Youth Training Scheme' which is no more and no less political than ours."

The Post Office admits some slogans produced on Britain's 137,000 franking machines are not being referred to them first.

The NUT has pointed out to the Post Office that the Greater London Council's "Working for London" stamp arrives at the union's headquarters nearly every day. But a Post Office spokesman wrote back asking the NUT where they had seen the GLC slogan as he was "not aware of it".

Observant lot, aren't they?



Rickmansworth Masonic School: promises of an even greater future.

Masons shake hands on school board changes

The closest thing to a finishing school for Freemasons' daughters (should they be known as masonettes?) is undergoing a discreet change of management, I gather. Colonel Keith Hind, secretary of the Royal Masonic Institution for Girls - one of the Masons' charities - has this week written to all parents and guardians involved with the Rickmansworth Masonic School in Hertfordshire to tell them that the Freemasons are withdrawing partially from active management of the school, for sound commercial reasons.

For the first time in its history the establishment - founded 50 years ago for the daughters of "distressed Masons" - will cease to be run by a 36-strong, all-male, all-Mason board of governors, from the institution's general committee.

The board members have been cut to 11, and include two women and the MP for Hertfordshire South West, Mr Richard Page. The school begins to look quite unremarkable.

However, on closer inspection it transpires that eight of the eleven governors are Freemasons. Four of them, including Colonel Hind, are

David Lister

THE TIMES Educational Supplement

FRIDAY DECEMBER 28 1984 NUMBER 3574

FIRST PUBLISHED 1910 PRICE 50p

NAHT general secretary alleges that education budget cuts are placing unacceptable strains on his members

Early retirement trend alarms heads' unions

by TES reporters

Headteacher unions are increasingly concerned at the number of their members taking early retirement because of the growing stress of the job. They blame the increased stress on the effects of education cuts and the pressure on the system created by industrial action.

Latest figures from the DES show 1,313 heads taking early retirement in 1983-84 - an increase of 8 per cent on the year before.

The National Association of Head Teachers believes many heads are opting to leave early because of the strain of having to manage a system

under increasing pressure. Mr David Hart, the union's general secretary, said: "Heads are saying: 'The fun has gone out of the job', and what they mean by that is there is constant strain from reductions in the service."

The union deals with a constant stream of inquiries from heads on the financial implications of leaving early. Mr Clifford Hayes, the union's senior assistant, who deals with salary queries, says he spends between 80 and 85 per cent of his time dealing with inquiries about early retirement.

He said: "There is a degree of

disenchantment with the service. Many of those aged over 50 have decided to bite on the bullet. It is likely to have a profound effect on the service. We are seeing the loss of some of the most experienced teachers."

Meanwhile Mr Peter Snape, general secretary of the Secondary Heads Association, said additional pressures on heads came from having to cope with industrial action by teachers.

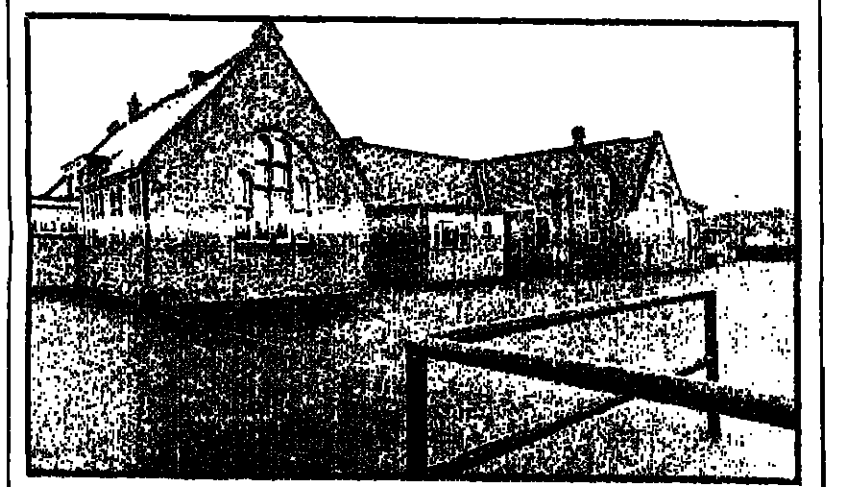
"Heads are often under intense pressure. Often they are in an impossible situation. I have no doubt many heads are opting to leave early because of such pressure."



Forty-three South Yorkshire schools were shut down at the start of the last week of term after a massive warehouse blaze in Sheffield deposited asbestos fibres over a corridor six miles long and a mile wide to the north-east of the city.

Classes in the towns of Rawmarsh,

Wath, Swinton and Kilnhurst and six villages were closed to prevent children picking up the material. An uncommonly blunt message warned of the hazards at Swinton comprehensive (above) and the Kilnhurst junior and infant school playground was eerily quiet (below).



Up the down escalator

One head, Mr David Butterworth of Lyne Regis, Dorset, says he is quitting teaching because budgets are too tight, salaries too low and facilities inadequate. "The process of keeping up standards is like running up the down escalator", he said.

Mr Butterworth, 55, is head of the 250-pupil Woodruffe comprehensive and has taught for 30 years. He blames his move on cuts in books, equipment, non-teaching staff, marking and preparation time - plus a 30 per cent drop in salaries compared with other industries.

"Heads now have a new pattern of work - one of snatched lunches, 13-hour days and weekends and holidays spent working. The pressures of cutting back would be easier to bear if we felt we enjoyed the commitment and understanding of our political masters in London."

"But the signals I read are that they are not prepared to consider the consequences of what they are doing to the young in schools and higher education. It is a divisive and an apparently uncaring message that is now being preached and it is one that I find hard to

forgive. "It has not been pleasant to see Dorset county council, which had been a model of responsibility and good management, driven onto its knees financially by national constraints."

Another headteacher, Mr Don Ellery, of Gayton high school, in the London borough of Harrow, has told his local education authority that the pressure of the spending squeeze had been one of the factors involved in his decision to retire at the age of 52.

The NAHT says Mr Ellery is far from being an isolated case.

Threat of pay cut in NAS/UWT dispute

A local authority whose education chairman is a member of the NUT, has told employees who belong to the National Association of Schoolmasters/Union of Women Teachers that their pay will be cut if they continue industrial action.

Members of the NAS/UWT in Labour-controlled Doncaster have withdrawn goodwill and are refusing to cover for absent colleagues over a reduction in the teaching force. The cut has meant the loss of 77 jobs over and above the number necessary to compensate for falling rolls.

Their action has led to some children being sent home from school. Now the authority has retaliated by threatening to take "national damages" away from their salaries if they persist with the dispute and warning there will be no in-service training facilities for NAS/UWT members in school hours if they persist with the action.

Mr Nigel de Gruchy, deputy general secretary of the NAS/UWT, said that the

authority's action was similar to "some of the worst excesses of the shire counties". However, Mr Pat Mulvaney, the chairman of Doncaster's education committee and an NUT member in neighbouring Rotherham, said the authority's action was in line with advice sent out by the Council of Local Education Authorities.

About 600 of the 4,100 teachers in Doncaster belong to the NAS/UWT. The authority, the largest teachers union in the country, has already reached agreement over increasing supply cover in the authority from a pool of 22 teachers to 35 to compensate for the cuts.

Mr Mulvaney added: "The NAS/UWT appear to be taking action retrospectively - because this results from the budget agreed in April 1, 1984. I am sure that the NAS/UWT knows exactly where the blame lies for the reduction - with the Government in line with their policy of reducing council spending and the rate support grant."

Mr Nigel de Gruchy, deputy general secretary of the NAS/UWT, said that the

Pay claim industrial action could land unions in court

by Richard Garner

Unions could be taken to court if there is industrial action over the teacher's pay claim in the New Year.

Industrial action in schools last summer took place before the 1984 Trade Union Act had received the Royal Assent.

Under this law union funds are placed at risk when an individual or group takes legal action claiming loss of income as a result of industrial action.

In the case of teachers, the most likely action would be taken by a parent who, say, had to give up a part-time job to look after a child who could not go to school.

The NUT should be covered by its procedures, though, because each school has a secret ballot of its members and no school is called upon to

take action unless its members have registered a two-thirds vote in favour. Under these rules, it could get a two-thirds majority for strike action throughout a local education authority - but a school would be exempted from it because its members had not registered the necessary two-thirds majority.

The NAS/UWT, however, instructs its members to take action without a ballot - either as a result of a conference, executive or action committee decision.

But Mr Nigel de Gruchy, its deputy general secretary, said: "There is no coercion about it - teaching is not a closed shop. Our members are perfectly free to resign from the union if they don't agree with what we're doing."

He added: "We haven't come to a

formal decision about what we would do if our procedures were challenged under the new laws - but we would probably hold a ballot if forced to. I can't see us throwing money away."

The threat of legal action is unlikely to trouble the smaller teachers' organizations, however, as the Assistant Masters and Mistresses Association is the only one to have taken industrial action - and then only infrequently and always after a ballot.

The TES

The price of *The Times Educational Supplement* will go up to 55p on January 4.

Arts/Books

John Miller celebrates Sir Michael Tippett's career; Philip Davis Roberts follows the progress of the Indiana University Marching Band; Paddy Kitchin and Dusan Barber sift the season's funny books; Bryn Alderson visits a children's book fair in Germany; Arnette Kohler reviews *Families and How to Survive Them*; H.C. Dent on school life in fiction; School play; Lingo competition; School leavers.

Resources/Media

Christian Volmar on a community resource centre based in a school; Victoria Newman visits a Development Education Centre; Hugh David looks back at children's television programmes in 1984 and makes a personal selection; Carolyn O'Grady reviews Christmas offerings for children on television.



Goodbye '84

Platform: Ted Wragg lays the year to rest. Diana Spencer takes a sideways look back. Colour blind. Independent schools ignore Britain's multicultural makeup. New research shows. Girls will be boys. Why pantomime is as strong as ever.

Jobs cheer

The numbers of newly-trained teachers finding work are beginning to rise. VAT campaign. Teacher unions have launched a campaign against VAT on books. YTS threat. Mark Jackson on why the Youth Training Scheme could be showing late signs.

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TES CHRISTMAS CROSSWORD by Rufus

ACROSS

1 Scale time off - for Christmas? (9)
6 Form of decoration that has grown over the years (3,4)
12 You may find it tilting at Christmas (3)
18 Present for the songstress on the Christmas tree? (6)
20 He got very tight at Christmas (3,7)
21 Fruit for the Christmas cake is to be put in water (3)
22 Severely criticised a way to cook the turkey (5)
28 Brought down to earth (5)
29 A good-sized bird, but below par (5)
30 Join in the festivities (3)
32 Female taking part in the nativity (3)
33 Decorations have point for those that have eaten too much (5)
34 Party describes snow for little Elizabeth (4)
36 Tiffins for the children at Christmas? (4)
38 He spent out and had a feast (7)
40 Look for what flows up the balloons (3)
46 He makes people smile in the snow, it seems (3)
48 They've tried to be funny but by... (7)
52... outstanding singer, perhaps (5,6)
54 Mince-pie meat? (9)
57 Some present money from, Japan (3)
58 Help a little to go further (3)
60 Don't get time for Christmas entertainment (3)
63 Should be made from brushwood? (5)
66 and 28 Mince-pie match arranged for December 24th (3,5)
67 Non-professional 52 appears? (5)
68 Cause some to share a song at Christmas (5)
69 Carol King may get her pearls (5)
70 Changed, as Santa Claus may be with his presents (5)
72 Means to child party party? (5)

DOWN

1 Split in 'em, perhaps (5,4)
2 Santa's vehicles have broken his legs (7)
3 It's always in the year, on a Christmas card (4)
4 Russian girl in a good break (4)
5 Last scene of the show pre-sents (4)
7 Friend that lasted a long time (3,3)
8 Give patient attention to the children's visits to the nativity (6)
9 A wise man's transport given first aid (6)
10 Country inn at Christmas (6)
11 Archbishop of York had to dress up (4)
13 (I'd) up dessert dishes at the party (4)
14 A joker, perhaps, arrives for Christmas (4)
15 Country inn on November the first (7)
16 The Christmas inn from the

17 Still, I can make a snowman (4)
18 You might say it when offering a gift or present (4)
23 Promise a hot soup (4)
24 Make a bit unexpectedly by sending up chickens (4)
26 A duck egg blue (4)
27 Still, it's now (6) across found the snow (4)
28 See 58 across
31 She's found in the wine vaults (3)
32 A capital paper decoration (3)
33 An individual part of "Peace on Earth" (3)
34 A only help to make the

35 They may make a hit in winter sports (4)
36 Pretty useless objects on the Christmas tree? (3)
37 The puddings may be boiled (3)
40 Toy revolver makes a good present for a child (3)
41 Bird that may be stuffed with 12 across at Christmas (3)
42 Finish within ten days of Christmas (3)
44 Finish off the Christmas cake (3)
46 How a party-giver makes an inviting suggestion? (4)
48 A pie I couldn't let go of (3)

21.12.84

PRIMARY

Susannah Kirkman reports on two pioneering projects that are helping youngsters of nursery school age to overcome their speech handicaps

Putting words into children's mouths

New schemes to help under-fives with speech and language problems are being pioneered in London and South Wales.

The London project, covering Hampstead, Islington and Bloomsbury health districts, uses adult volunteers who visit reluctant talkers at home and try to stimulate their speech and understanding through play.

And in the Rhymney Valley near Cardiff, a peripatetic speech therapy team is helping nursery school children who find language difficult. The Welsh team, a speech therapist and an infant teacher with special needs experience, is also building up links with parents through home visits.

Both schemes were started because clinic appointments for young children with speech handicaps were not being kept. In Wales, infrequent bus services are partly to blame, but in both places, there is a hard core of non-attenders for social reasons. This is the group which most needs help.

A survey of nursery and infant school pupils in the Rhymney Valley showed that 8 per cent of all three to five-year-olds were considered to be linguistically retarded by their teachers.

Educational psychologists were also concerned at the large numbers of children needing special help at junior

school because of language difficulties. Almost half of Mid Glamorgan primary schools now specialise in classes for slow learners.

Children who cannot communicate soon develop behaviour problems, becoming either withdrawn or aggressive. The South Wales and London teams hope that early intervention will prevent the need for special provision later.

The London volunteers are matched with children by an experienced speech therapist, Mrs Zeeba Kazi. They have a month to get to know the family and are then expected to visit "their" child twice a week. The minimum commitment is four months so that they can establish a good relationship with the family.

Mrs Kazi runs a training course for volunteers to show them possible pitfalls. "They're not mini-speech therapists," she insists. "But they need to understand the terminology of language and comprehension so they don't make mistakes."

The course explains common difficulties such as the limited attention span of speech-impaired children and suggests remedial techniques. Exercises are based on a language programme which can easily be used by non-professionals.

In fact, many of the volunteers are



The hope is that early intervention will prevent the need for special provision later

ex-teachers, although they also include unemployed graduates and an actress. Their "clients" range from a 22-month-old child who does not respond to her own name to a four-and-a-half-year-old girl who cannot use verbs and conjunctions.

Most of the children are non-attenders at the speech therapy clinic and have been referred by health visitors or speech therapists.

Every four weeks Mrs Kazi meets the volunteers to discuss each child's progress, which has to be carefully noted after every visit. She still visits the families every two months to check development.

The Rhymney team has assessed all the children at five nursery schools in the valley and has now selected those who need extra help. Further referrals from health visitors may still be included. The speech therapist and infant teacher work closely with a support staff, holding a fortnightly meeting to discuss children who are receiving treatment. A course on speech and language development for nursery teachers is planned for the spring.

Both projects have had important spin-offs for nursery teachers and health visitors, who are becoming far more aware of language development and finding it easier to identify problems earlier.

In fact, many of the volunteers are

Parents' money worries and depression are common causes of language deficit, according to Mr Jim Tuthill, the educational psychologist involved with the Rhymney project. "Depressed mothers are not keen to spend time playing happy little games with their children," he explained.

In one part of the Rhymney Valley the unemployment rate is as high as 40 per cent. Language is closely linked with play yet many parents have little money to spend on toys and do not know how to improvise with cardboard boxes and dough.

Some parents do not understand the importance of playing and talking to their small children. If a child is unresponsive, a mother may talk less to him or her rather than trying to give extra stimulus. Many Asian mothers no longer have the support of an extended family and need to talk more to their children than they would in the East, according to Mrs Kazi.

Both projects try to involve parents as much as possible. The London volunteers discuss play materials with mothers. Volunteers can also identify family problems and refer them to social services, through Mrs Kazi.

Rhymney parents are given workbooks so that they can follow up what the speech therapist is doing with the child at nursery school.

Neither project would have been possible without heavy involvement by voluntary organizations. The volunteer scheme has been set up by the Hampstead Health Authority and VOCAL, Voluntary Organizations Communication and Language, which represents 26 charities and offers guidance on speech problems. VOCAL received funding from the DHSS for the 22-month project as part of an initiative to improve the use of volunteers in social and health services.

Dr Barnardo's provides a third of the funding for the three-year Rhymney project; the remaining two-thirds comes from the Mid Glamorgan education and health authorities. Barnardo's is also responsible for monitoring the Rhymney scheme, a vital element in the new development.

There are plans to follow the children through to primary school to check their progress. The organizers in London and South Wales hope that detailed evaluation may throw more light on the causes of speech retardation as well as on the most effective methods of combating it. VOCAL would like to see the volunteer scheme widely extended if it is successful. And Barnardo's hopes to start language development projects all over the country if the Rhymney scheme goes well.

NEWS

Unions fight VAT on books Britain favoured in EEC grants

by Sarah Bayliss

Unions representing more than 500,000 teachers, heads and lecturers in England and Wales have called for an urgent meeting with Sir Keith Joseph, the Education Secretary, to discuss their united opposition to suggestions that the Government might impose value added tax on books and periodicals.

Mr Peter Smith, general secretary of the Assistant Masters and Mistresses Association, who hosted the launch of the unions' campaign, said the campaign would not confine itself to textbooks and books bought by schools and colleges; books sold to parents and children were just as important. "All books are education," he said.

Local authorities were exempt from VAT but if it was imposed on books they would be obliged to employ staff to be involved in the wholly sterile task of reclaiming money which should have been collected in the first place. "A typical I.E.A. might have to reclaim VAT on 50-60,000 books a year," he said.

Mr Alan Evans, education officer of the National Union of Teachers, said that more than half the book sales in Britain were for a serious educational purpose. It was essential for the future of the nation that children and young people should continue to have access to knowledge on that scale.

He said the Government was heard calling for a return to Victorian values.

and yet no Victorian philanthropist would have considered imposing a tax on knowledge. Capitalism in schools was under great pressure and Sir Keith himself had expressed concern about the need for rate support grant to be spent on books. "Teachers everywhere will feel that Sir Keith has let them down if this ever becomes a cabinet decision."

Mr Eric Pilkington, assistant secretary of the National Association of Head Teachers, said tax on books was a "thoroughly bad" way of raising money, not least because the cost of collecting it would be out of all proportion. He suggested that an increase in the dog licence should be considered long before books came under threat.

Mr Warwick Hele, high master of St Paul's, independent day school for boys, and a representative of the Secondary Heads Association, said the most important educational objective was to encourage children to read on their own, but any increase in the price of books would surely discourage voluntary reading.

"It would have the disastrous effect of cutting children off from firm literary experience which is vital to their development."

He gave a warning that a decline in literacy would inhibit children's ability to communicate naturally and clearly. "That will be very damaging to the future of the nation."

Mr Bill Hoag, president of the

National Association of Teachers in Further and Higher Education, said the proposal represented a tax on "the tools of the trade". A large polytechnic library which spent £200,000 a year on books would suddenly have to find another £30,000 to cover VAT at 15 per cent.

It was essential for students to read widely and to keep up to date with modern knowledge. If VAT were imposed students would need an extra £15 million on their grants to cover the cost.

The Association of County Councils has also written to the Department of Education and Science, urging it to oppose the introduction of VAT on books for educational reasons.

The ACC says VAT "would lead to increased costs in the supply of books generally and have serious consequences for education as a whole". This would be despite the fact that I.E.A.s would be entitled, under present regulations, to reclaim the tax paid on school and library books.

The association says it is also concerned about the effects of VAT on the ability of children or parents to buy books for themselves. It is estimated that a third of all books used in school are bought by parents.

Several county I.E.A.s have written to the association to express concern over speculation that VAT on books will be introduced next year.

The UK will get the most generous share of 1984-5 EEC grants to promote cooperation and exchange of ideas between higher education institutions within the Community.

The European Commission last week announced that it was awarding a total of 452 grants under its three programmes; 134 (or almost 30 per cent) are going to Britain.

The bulk of the funding, £720,000 out of the record £840,000 awarded, goes to the Joint Studies Programmes which involve colleges or universities from two or more EEC countries. The programmes consist of exchanges between students or teaching staff or the transfer of entire chunks of a particular course from one institution to another.

This year, for the first time, students have been eligible for grants to study abroad under these programmes. During 1984-85 about 1,900 students will receive financial help towards their travel and accommodation costs.

The subjects covered in this year's batch of projects range from political science, engineering, languages to fine art and environmental studies. Teacher education projects have increased noticeably, as have those in law and medicine. The Commission has also been keen to expand into new subject areas and it will be backing several music programmes as a contribution to the European Year of Music announced for 1985.

In 1983 the Commission launched new preparatory study grants to help institutions set up JSPs. Their purpose is to encourage staff travel from institutions which are considering creating a programme or are in the early stages of getting one off the ground.

The visits are used to meet possible partners or to lay the basis for a joint programme. During 1984-85, the Commission will be paying for 123 such visits.

A smaller EEC programme, worth £120,000 this year, aims to establish contacts between staff in selected subject areas. This year the priorities for these short study visits are student guidance and counselling services, including those for foreign students, relations between higher education and industry, and recognition of diplomas and study periods abroad.

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NEWS

Diane Spencer takes a wry second look at some of the high (and low) lights of 1984.

Another helping of sweet and sour ...

JANUARY

Sir Keith kicked off in fine style, doing for Sheffield what Jim Callaghan did for Ruskin. He set out an ambitious list of New Year resolutions to the North of England Conference. Acknowledging for the first time that teachers had a hard job, he then put the boot in by telling them to raise the standard of every child to at least CSE grade 4. "Clutter" in the curriculum had to go and criterion-referencing would soon be on everyone's lips.

The last nail was hammered into the coffin lid of the Schools Council—done to death by Sir Keith last year—and it was revealed by an American academic that English children were dirtier and lazier than those in the wholesome US.

FEBRUARY

The Government announced it was going to hand over a quarter of local authority spending on further education to the Manpower Services Commission, to the fury of the I.E.A.s and the unions as they had not been consulted. As it turned out, neither had the MSC.

The dead-but-it-won't-lie-down Schools Council said Rustafarianism should be included in religious studies, a rash of tattooing broke out among schoolchildren and the English Schools Football Association rejected Bobby Robson's idea of an elite coaching centre for gifted boys. Liverpool warned teachers to save up because the council was about to go bust.

MARCH

The employers told teacher unions they would be very lucky to get even 4.5 per cent in the current pay round. Direct elections were mooted by the Cabinet for the Inner London Education Authority, Solihull parents and teachers refused to turn the clock back and killed off plans to introduce selection. In Bradford, Ray Honeyford, head of Drummond middle school, incurred the wrath of parents and council chiefs for his article in the right-wing *Salisbury Review* in which he criticized multi-racial education.

APRIL

Teachers' pay talks collapsed when employers offered 3 per cent. The offer was later improved to 4.5 which teachers said was too little, to late, and the NUT voted to strike at its annual conference. Further education lecturers accepted an offer of 4.5 but the rank and file threw it out. Sir Keith, meanwhile, told the Assistant Masters and Mistresses Association that smaller classes are not always best. (But then he would, wouldn't he?)

MAY

The Libyan school in London claimed it was "business as usual" after the siege of the Libyan People's Bureau. Boy George rolled up his frock sleeves and replied to allegations that he was unteachable by his former head, Peter Dawson of the Professional Association of Teachers.

Peter Gilmour, architect of Bradford's race policy, lost his seat to Labour. A.S. levels were enthusiastically launched by Sir Keith, and after 10 years of dithering the 17-plus exam, with the snappy title of the Certificate of Pre-Vocational Education, was proposed. Lord Robbins, the man behind the massive expansion of higher education in the heady, optimistic 60s, died. A Green Paper gave parents a built-in majority on school governing bodies, few were pleased. Elsewhere the North London Polytechnic became deeply embroiled with the courts over the college's National Front activist, Patrick Harrington, whom fellow students wanted to bar from lecturers.

JUNE

Local education authority spending dropped in real terms, for the first time since the Government squeezed on council spending began, a TES survey revealed. Teachers thought in-service training a waste of time and unnecessary, according to research by Sunderland Polytechnic, clearly a finding not in the interests of other academics. Abolition suddenly became fashionable in teaching circles. Industrial action continued.

JULY

Swann agreed to re-draft his re-draft. Sir Keith said half Britain's children are "bored silly" at school. CLEA was divided on the Training for Jobs White Paper. The Open University social science course was accused of Marxist imbalance. The VAT men caused confusion among adult educationists when they issued guidelines about charges on some courses. Haringey, the last of the big educational spenders, got cuffed by the HMI for poor exam results. Inspectors later confessed to being too harsh. They gave a "curate's egg" verdict on some YTS schemes.

AUGUST

The Professional Association of Teachers challenged the teachers' panel of the Burnham Committee in court for recognition on two key sub-committees. The arbitrators were given a hard luck story by the teachers' side. In their evidence they claimed that teachers faced more stress in class than ever before and deserved more pay. The management hit back telling the arbitrator panel that in no way were teachers a special case. The NUT told its members to keep a daily diary of everyday blackboard folk to prove to cynical employers how dedicated they were.

SEPTEMBER

In a burst of generosity the arbitrators awarded teachers 5.1 per cent. "They were pobled," said Fred Jarvis. Arbitration won't be trusted again, he



Clockwise from top left: Boy George, not a hit with his former head; the son of a striking miner digs into a free meal; a pyjama-clad Sir Keith Joseph after the Brighton bomb blast; Ray Honeyford, damned after being published; one of the many early closing days during the teachers' pay dispute; and Patrick Harrington, bringing chaos (and the national media) to the North London Polytechnic.

Gwent County Council relented after attempts to sack college lecturers who refused to teach longer hours. Sir Keith, in a cleverly designed package to please the education world and soothe Tory I.E.A.s announced a merger between CSE and O levels. And Lord Swann sparked off a row in the much-troubled committee on ethnic minorities when he redrafted a chapter blaming West Indian family background and life-style for underachievement. Nits were on the march again among the middle classes.

OCTOBER

The HMI-bashing season opened with tory hordes in the shires probing the purpose and value of their reports, particularly the embarrassing ones into the effects of government spending policies on education. Not content with letting the VAT men loose on the nation's staple diet of fish and chips, Chancellor Nigel Lawson was rumoured to be considering taxing food for the brain: books and newspapers. HM Inspectors decided that grammar is a good thing. Eleven-year-olds should understand what are subjects and objects: 16-year-olds should recognize specious arguments.

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Quotes of '84

"They are trying to get Rolls-Royce teachers for the price of a clapped-out second-hand Mini." Nigel de Gruchy, deputy general secretary of the NAS/UWT about the pay structure proposals.

"I never really hurt anybody badly. Just made them a bit black and blue." Anna Leadbetter, a pupil from South Darley C of E primary school in Mallock, about playing football during break with the boys.

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SCHOOL TO WORK

Scheme faces overloading if youngsters are forced to join though proposal to deny them benefit

Young plan may cause YTS chaos



Neil Kinnock... raise allowance

The Youth Training Scheme will face a chaotic expansion if the Government tries to impose before 1986 Lord Young's plan to force youngsters into the scheme by denying them any supplementary benefit.

The whole of the planning and staffing arrangements for the coming year of the YTS, which starts in March, are based on the assumption that it will attract around the same number as this year - some 375,000.

To force anything up to another 100,000 unemployed youngsters on to the MSC - which is presumably the intention of the proposed measure and now has the Prime Minister's backing - would mean a frantic search for extra places and create administrative chaos.

Furthermore, careers officers doubt whether enough employers can be induced to take on youngsters whom they see as reluctant conscripts, which means that they would have to be found places in training workshops, community projects, or on college-based schemes.

But these Mode B places have been cut back drastically by the Government, and the Youth Training Board expects to have to fight hard to retain even as many places as this year.

Meanwhile, there is the more immediate prospect of a clash between the Commission and the Government over the level of the YTS allowance for the coming year. The MSC is due to discuss at its January meeting a recommendation from the board that it

should be raised to £34 a week.

But the Prime Minister has pre-empted the commissioners' decision on whether to endorse the board's proposal by telling MPs that the commission cannot afford the increase.

Mr Neil Kinnock, the Opposition leader, pointed out that, because of underspending on the YTS, the commission could raise the allowance to £40 a week without exceeding its budget, but Mrs Thatcher insisted that the money had already been allocated to other training schemes.

MSC officials were this week quietly wondering which schemes she could have had in mind.

Edited by
Mark Jackson

Preserve chance for late developers - engineers

Arrangements under which late developers can train their way up to high level qualifications are emphasized in a policy statement from the Engineering Council last week.

It sets out a new structure for the education and registration of engineers which, it insists, must preserve and try to improve the route to the top for those who leave school without A levels.

The policy statement, the result of widespread consultation on proposals the council put forward last year, sets out how the council will accredit courses for engineers at all levels from technician up by 1992.

Honours degrees or their equivalent

will be required for the top grade, chartered engineers, with ordinary degrees or higher national diplomas for technician engineers, and national certificates for technicians. But arrangements will be made for individuals who have not followed these standard academic patterns to be considered for registration on their merits.

The statement says that there is still need for a system under which thousands of students without A levels can later take degree courses and, in some cases, go on to distinguish themselves in industry or the academic world.

The council outlines a structure under which pupils with O levels, CSE,

or other pre-vocational qualifications can move through a BETEC national certificate or diploma and move on to a higher certificate or diploma. Or if they have done extremely well, on to the first year of a degree.

Those on accredited ordinary courses may be able to transfer to an honours course for chartered status, and there will be other arrangements for students to upgrade their qualifications by additional studies.

The statement stresses throughout the importance of integrating education with industrial practice and making all training closely relevant to industry's needs.

Mr Harry Gadd, deputy director of the Engineering Industry Training Board, welcomed the practical emphasis in the standards for technicians education and training. He said these represented a very considerable advance on those originally put forward in the consultative paper.

"It looks as if the council has listened to what we told them and is setting out to produce the sort of technicians which industry needs."

Standards and routes to registration. The Engineering Council, Canberra House, 10-16 Malters Street, London WC2R 3ER. £8.

THE
ENGINEERING
COUNCIL

NEWS

Union response to the DES 5-16 curriculum document

NUT attacks 'old and narrow' view of curriculum

The Government's views on the school curriculum are narrow, outdated and misconceived, according to the National Union of Teachers.

It says it is concerned with the trend towards a centrally-determined curriculum defined on a national basis.

The union's views are set out in its response to the DES document on the 5-16 curriculum.

"The curriculum should not be considered in national terms, but should aim to cater for the needs of the individual pupil," says the NUT.

"Only in this way can each child be given the opportunity to develop his or her full potential, and the curriculum effectively meet the needs of all pupils."

It considers the frequent use of the word "clutter" in the DES document as inappropriate to any serious analysis of the curriculum.

"It is clearly an emotive and value-laden term and should be employed with care and precision, neither of which is evident in its use within this document."

The implication, also, that teachers waste a considerable amount of time on allegedly irrelevant material and unnecessary repetition, is refuted most strongly by the NUT.

The NUT is also critical of the way in which the DES document is discussed in terms of subjects. This, it says, is inappropriate and outdated in its total failure to recognize the trend towards breaking down subject barriers and moving towards integrated studies in the sciences and humanities.

On the relationship between schools and society, the union rejects the DES suggestion that the curriculum should

aim to develop "desirable modes of behaviour". This suggests that schools are agencies for social control rather than for personal development, says the union. The NUT believes that schools should help pupils to develop lively, enquiring minds, rather than impose the conformity implied by the DES.

The union would also have preferred to see the Government document encouraging respect for religions and moral values, and tolerance of other races, religions and ways of life rather than demanding that pupils should "become familiar with the broadly-shared values of our society."

"It is not clear that such a consensus exists and the phrasing tends to suggest an unrealistic image of society as homogeneous," says the NUT.

The union says that the list of "objectives" in primary education is unbalanced. The fact that the DES document concentrates on "how people earn their living", when learning about the adult world, "ignores the problem of unemployment and the

need for a creative approach to leisure."

"It devalues those, particularly women, who choose not to undertake paid employment while they are bringing up their children". It also overlooks the important contribution to our society made by the retired and elderly.

The NUT notes that the issue of equal opportunities within the curriculum is conspicuously absent from the Government document. That there is no mention of multi-ethnic education is another very serious omission, says the union.

"It is a basic tenet of good primary practice that a general ethos of respect for differences and acceptance of basic similarities should be established with young children. Open attitudes towards social, gender, racial, religious and cultural differences need to be encouraged as early as possible."

The union is disturbed by the statement in the DES document that the curriculum is not least because it contradicts a recent Green Paper, *Parental Influence at School*, which expressed a preference for the curriculum to be determined by the governing body of each school.

Local education authorities have told Sir Keith Joseph that his plans for the organization of the 5-6 curriculum are not within the spirit of the 1944 Education Act.

At a meeting with the Education Secretary last week, the local authority associations expressed doubts about the DES consultative paper, following comments by individual I.E.A.s.

According to the Association of County Councils' submission, references to a national policy for the curriculum were "disturbing and appear to go far beyond the letter and spirit of the 1944 Act."



Unrest likely to rumble on well into 1985

SOUTH AFRICA

Jean Hey on the search for a formula to end the classroom boycott by black pupils

With one of the worst years for South African education at an end, 1985 looks ahead with little prospect of calm in black schools.

They are due to reopen on January 9, but educationists are doubtful whether any more than a trickle of pupils will return to class.

One black educationist, Mr Fanyane Mazibuko, is pessimistic. He is secretary of the Soweto Teachers' Action League, which was formed by black teachers in 1976 at the time of the Soweto riots. Many of its members resigned from formal teaching during the riots because they refused to work within the Government's system of separate education for each racial group.

Mr Mazibuko told *The TES*: "I see a disastrous year ahead for black education. The school boycotts show no sign of abating."

Government officials admit they are baffled by the pupils' sustained protest against black education and are anxious to end the impasse.

The Department of Education and Training (under which black education falls) has now commissioned an urgent one-man investigation into school disturbances in the Vaal Triangle - one of the hottest areas of pupil unrest.

Less than two weeks after starting his investigation, Professor Tjart van der Walt - vice-chancellor of the Afrikaans Potchefstroom University - has announced a need for drastic action on several fronts.

A major cause of pupil discontent is the lack of communication between school children and the authorities, he says.

Keen to compromise with the children and to create communication channels, the DET is also in the process of creating a suitable system of students' representative councils.

The demand for SRCs has been a major issue of school unrest. But when the Government bowed to the demand in October, the students threw it back in its face.

They criticized the Government for not consulting student bodies before drawing up the SRC constitution, and

dismissed the offering as unacceptable.

So the Government has returned to the drawing board and has invited interested parties to submit proposals.

"If people give communication channels a chance pupils will be able to air their grievances before issues are allowed to escalate into major, violent crises," the chief liaison officer for the department, Mr Job Schoeman, said.

On many occasions this year pupils and police have clashed violently. Students have set fire to buildings and stoned cars, police have sprayed them with tear gas and fired rubber bullets, and the clashes have taken some lives.

Black educationists such as Mr Mazibuko remain unimpressed by the Government's scheme to introduce acceptable SRCs.

"The Government is wasting its time. The SRC issue is not the cause of the class boycotts. It is nothing more than a symptom," he said.

Mr Mazibuko believes the root cause of the pupil unrest is "ridiculously simple": it is separate education. "Black education is like a sick patient with everybody attending to the symptoms while leaving the root problem untouched," he said.

In South Africa there are five ministries of education: one for whites, one for blacks, one for Indians and one for the Coloureds, who have mixed blood.

Each ministry has a separate budget, a separate syllabus, separate Government officials, and teachers of the same race as the pupils.

"Separation in education has caused suspicion among blacks that will continue until the system is totally wiped out. Only then will you be able to convince black pupils that their education is not inferior to that of whites", Mr Mazibuko said.

Until this happens the Government should resign itself to a vicious cycle of boycotts, he said.

"I truly believe black children want an education. They are tired of staying away from school and their parents nag them to return, but when they go back, the truth hits them: there is an inferior education with poor facilities. They become frustrated and the whole cycle of boycotts begins again."

Most black educationists, including Mr Mazibuko, do not support the school boycotts.

The Nobel Peace Prize winner for 1984, Bishop Desmond Tutu, has also urged pupils to return to school. "An inferior education is better than no education", is his advice.

OVERSEAS



Teachers demonstrate for peace in San Salvador.

Teachers' union takes the lead in revived crusade for human rights

EL SALVADOR

Neil MacDonald, an editor at World University Service and joint coordinator of the El Salvador Committee for Human Rights, has just returned from two months in Central America. Here he reports on a resumption of trade union activity in El Salvador and its effect on teachers.

Julio Portillo, the general secretary of ANDES, the teachers' union of war-torn El Salvador, has returned from exile to his homeland.

"Last year we were at our lowest point," he said. "Our national leadership was largely dismembered. Six of us were in prison and I had to flee the country. But our eighteenth congress this January elected a new executive and our work is pushing forward."

This year has seen an extraordinary revival of open political and trade union activity, with ANDES in the forefront. Teachers have protested, marched and struck for wage increases, social benefits and in support of other unions in a country where more than 50,000 people have been murdered by the authorities.

On November 5, 3,000 Salvadoreans marched through the capital in the country's first openly political demonstration for four years. The People's March for Peace, called by ANDES and the Committee of Mothers of the Disappeared, demanded that the Government resolve the

underlying social and economic tensions which have plunged the country into civil war.

"Peace talks mean more than just sitting down at a table," said Señor Portillo. The presidential elections earlier this year, he continued, "only legalized a government, but the problems remain the same."

The problems are visible everywhere. Guns poke out of heavily fortified police positions at every intersection on the street leading to the ANDES headquarters. Teachers have paid the price for the slogan on their union banner, "Education for liberty."

In El Salvador teaching has often been considered a subversive activity: 326 teachers have been assassinated and 68 have "disappeared" since 1979. Two thousand schools have been abandoned since the start of the war, leaving 250,000 children without education.

At the same time, 5,000 teachers are unemployed. Preliminary surveys by ANDES suggest a national illiteracy rate of 65 to 70 per cent, very different from the official government figure of 34.7 per cent.

Nevertheless, ANDES has held its membership through the years of repression better than most unions or professional organisations. Of El Salvador's 27,000 teachers, 7,000 are paid-up union members. Before the war ANDES had 17,000 members. But the real level of support for the union is higher than these figures suggest.

Every year the Ministry of Education offers a prize for "Teacher of the Year", chosen by direct and secret ballot among the teaching profession. The ANDES nominees swept the board with 23,800 votes.

ANDES' popularity has been won by its unrelenting fight to defend

teachers' conditions, eroded in an economy devastated by war and drained by the mushrooming military budget. A bitter strike between February and April by 3,000 teachers in the capital broke through a four-year wage freeze and won a 14 to 21 per cent salary rise.

But, as with increases promised to other state employees, payment has not been made. Ten thousand teachers have not been paid at all since February. The teachers' medical insurance scheme, won in ANDES' first strike in 1968, financed by teachers' contributions of over £1 million annually, has almost totally collapsed.

Many schools can quote at least one case of a teacher who has died for lack of medical attention. Teachers have had to build three hospitals with their own funds. Pensions are in an even more parlous state. With the official minimum salary standing at just under £50 a month, teachers' pensions can be as low as £6 a month. Some of them are reduced to sleeping rough on the streets.

In the face of these difficulties ANDES has become much more than a union. It is also a welfare institution: 397 destitute families of teachers who have been assassinated, "disappeared" or assigned to political prison receive food aid from the union, financed through international solidarity from teachers' unions abroad. ANDES has also established a welfare and loan cooperative, CO-ANDES, which held its first congress this year.

The Ministry of Education has remained unresponsive to ANDES' demands for a solution to their problems. Budget trimming has left the 5,000 unemployed and has denied registration to the 1,000 or so new teachers graduated each year.

Bid to boost lessons in life

UNITED STATES

A national commission says schools wrongly ignore the need for vocational education, reports Deborah Kasouf.

Reform of American secondary schools must include efforts to improve and strengthen vocational education, says a report from the National Commission on Secondary Vocational Education.

Critical national studies already published on the quality of secondary school education have helped spur about 40 states to increase their academic requirements. They now require all students to take more academic subjects, such as English, mathematics and science.

The new report, prepared by a 14-member panel, applauds these efforts at educational reform, but questions an underlying assumption that greater emphasis on academic subjects was the best preparation for life as well as college.

The Commission says this is wrong because it ignores differences in stu-

dent interests and abilities and the needs of high-school students who do not plan to go to college and so opt for a vocational programme.

The report claims vocational education has been crowded out of many schools as academic requirements are increased, resulting in "downgraded, second-class status, particularly for trade and industrial courses."

It states that American society suffers from "educational myopia" by valuing only the college-bound. This has resulted in an unacceptably high percentage of students dropping out of high school.

In addition, many high school graduates cannot perform well enough to find acceptable work during or after high school. Many college graduates with unnecessary degrees face disillusionment when "their professional expectations collide with reality."

The report continues: "Our secondary schools reflect this obsession by valuing only the college-bound. Such a narrow focus ignores the fact that approximately 80 per cent of the jobs in America do not require a college degree, and most students will not obtain one."

In many cases, vocational education helps motivate students to remain in school, and is "frequently the catalyst

that reawakens their commitment to school and sparks a renewed interest in the academic skills."

The commission panel, set up by the National Education Research in Vocational Education at Ohio State University and financed by the vocational and adult education office of the US Department of Education, calls for a more balanced approach to attaining excellence, with a mix of both academic and vocational courses and elective options to match students' interests and learning styles.

The report states that the role of vocational education should be to make youth employable and "this significant role can be accomplished when vocational education complements academic education."

The report recommends that:

● general and vocational education leaders should integrate their curricula and demonstrate the equal importance of academic and vocational learning;

● vocational education should not be limited to students who have enrolled in vocational areas of concentration;

● a systematic programme of interest and aptitude assessment, career planning and occupational information designed to help students choose their classes must be available to all.

New policy raises status of A level English

MALAYSIA

A major new policy initiative by the Malaysian Government will see the promotion of the GCE English A level examination in its schools next year.

The Government has acknowledged that its secondary school students need to master A level English in order to take up places at overseas universities.

The sudden switch in emphasis has meant a temporary halt to the recruitment by a British-based charity, the Centre for British Teachers, of teachers working in Malaysia teaching English as a foreign language while the government decides how many will be needed for the change.

Mrs Elizabeth Bryant, the general manager of the Centre for British Teachers, said: "The Malaysians have been reviewing all their educational programme - and they are very keen to renew their links with British education."

The CBT has no idea of the number of teachers needed for the switch, but has told 11 it planned to take on that there may be opportunities in Malaysia next year.

It employs about 300 teachers in four different projects - in Morocco, Malaysia, Brunei and West Germany (where it has a handful of specialist English teachers).

Richard Garner

Mr Lee Kuan Yew, Singapore's Prime Minister, has announced that from 1986, English is to be the sole language of instruction throughout education, writes Geoffrey Parkins. Mandarin will, however, remain as the country's national language and continue to be taught in schools along with Tamil and Malay, as part of the Government's overall policy of encouraging Singaporeans to be proficient in both English and a second language.

The right to speak and learn Malay and Tamil remains in the constitution to safeguard the cultural heritage of Malays and Tamil-Indians.

Mr Lee said that while the Government placed great store in the English language as the medium of education, business and administration, English was not acceptable as a Singaporean's mother tongue.

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1984 1984

OVERSEAS

Citizen Chevènement starts to beat the patriotic drum

France's Education Minister, M. Jean-Pierre Chevènement, has begun extolling the merits of civic education, which he intends to reintroduce into French education.

Speaking at a conference on the theme of "how to be a citizen" he quoted at length from an eighteenth century French writer, Montesquieu, on the need to instil into the young a sense of civic duty and love for their native country. He also cited Jules Ferry, the father of compulsory primary education, who gave pride of place in the curriculum to moral and civic education with a liberal dressing of patriotic fervour.

Civic instruction was dropped from the curriculum in the mid-1970s, leaving a gap which some teachers tried to fill by debates on current affairs or projects on the locality.

M. Chevènement believes that the subject is just as relevant now as it was in the nineteenth century. "The common good" is too often forgotten, he said, in the internal strife between political parties, pressure groups and conflicting interests of all kinds, combined with "unbridled individualism."

And now that the war in Europe has shifted to the economic and technological front he believes France needs not only good workers and engineers but good citizens and patriots.

M. Alain Savary, the former Education Minister, set up a commission last year to look into the reform of history teaching and asked it to consider civic education, but the commission's suggestions do not appear to have been taken into account.

Basing his own proposals on another report, M. Chevènement announced that from next September the subject would be taught for one hour a week in primary schools and would then be introduced progressively into the lower secondary curriculum.

To avoid overloading upper secondary studies, history and philosophy teachers would be asked simply to introduce discussion of suitable texts. More details will be given shortly of

FRANCE

Mary Follain on why the French Education Minister wants young people to show a keener sense of civic duty.

the actual content of lessons which will cover certain aspects of the legal system, local administration and national government, including the constitution, human rights, political parties, trades unions and international relations.

Critics were quick to note the absence of any suggestion that pupils might be given more opportunity to practise responsibility or leadership within the school. As it is, senior pupils have no responsibility towards younger ones and classroom delegates to school councils wield very little influence.

It has also been argued that today's pupils are very different from those in Jules Ferry's day and that the concept of "good citizens" needs to be redefined. Teachers are wary of the thin line dividing civic instruction from moral education and are afraid of being accused of indoctrination.



Jean-Pierre Chevènement

Middle-aged teachers remember having to copy sentences like "doubt is the mother of all vices" every morning. M. Michel Levanneur, a lycée history teacher who has been incorporating civic instruction into his lessons for the past 11 years, comments: "Many of us rejected all rigid moral codes in the student revolution of May 1968, in favour of individualism, and most would prefer not to get involved. M. Chevènement is giving us a delicate mission."

French teachers are generally unwilling to venture into the minefield of character training and leave it to the parents, who are often indignant at interference from teachers. A recent survey of right-wing parents' views has, however, shown that 75 per cent think discipline should be exercised equally at home and at school.

M. Chevènement is proving popular with right-wing parents, according to the weekly magazine *Le Point*. During his five months in office his key words have been "effort, merit, discipline and patriotism." He has emphasized the importance of the three Rs and said teachers' primary aim should be the transmission of knowledge.

If Sir Keith Joseph is "a secret socialist" as a *Times* headline suggested during the student grant uproar then M. Chevènement is certainly a secret conservative. "He speaks the same language as the parents," says the magazine, and the rather old-fashioned Chevènement style is bringing about a new consensus on the usually controversial subject of education.

His methods are less popular with many members of his own party who accuse him of elitism and a simplistic approach which is "a reversal of a century-old struggle to achieve quality for all."

Professor Louis Legrand, of Strasbourg University, whose report has formed the basis of lower secondary reform, asks: "Where is the socialism?" He said M. Chevènement has put the educational clock back 50 years.



The rigid separation of the two communities breeds negative stereotypes.

Pupils allowed to develop ugly picture of Arabs

ISRAEL

Jewish Israeli schoolchildren usually associate the word "Arab" with "dirty", "smelly", "terrorist" or "primitive", according to a senior Israeli education researcher.

Speaking in Tel Aviv at a Histadrut (general trade union federation-Israel's TUC) teachers' union conference on racism, Alon Hareven, of Jerusalem's Van Leer Institute, said that most Israeli schoolchildren do not know that one in every six Israeli citizens is an Arab.

Nor do most schoolchildren, born after Israel's 1967 conquest of the Gaza Strip and the West Bank, differentiate between Israeli Arabs (who are citizens of the state of Israel) and Arabs living in the occupied territories (who are not citizens).

Mr Hareven said that most Israeli schoolchildren do not regard Arabs as full human beings, a view based on ignorance. Given the generally separate areas of habitation and completely separate school systems, few Jewish Israeli children come into contact with Arabs.

Mr Hareven briefly referred to some

recent cases in which Arabs murdered, or are suspected of murdering, Jewish children or hitchhikers, and said that "the general security service told us that 99.9 per cent of Israeli Arabs have never done anything to hurt the country. We cannot demonize a whole population because of a few". Mr Hareven is a former director of the Israeli Foreign Ministry's Information (Propaganda) Department.

He called on Israeli teachers, starting in kindergarten, to introduce such subjects as "Israel's Arabs", "Israel's relations with Arab countries" and "peace with Arab states" into the classroom. He also urged them to arrange meetings between Jewish and Arab schoolchildren.

But one teacher in the audience said that when he suggested arranging a meeting between his class and an Arab class, all his colleagues "jumped down my throat".

The director-general of the Education Ministry, Mr Eliezer Shmueli, said that Jewish and Arab visits to each other's homes tend to be somewhat forced. He said joint all-day camps and seminars with Jewish and Arab trainee teachers could be useful.

Benny Morris

LETTERS

Specialist skills help everyone

Sir—There can be no doubt that there is a desperate need for courses such as those which are to be offered under the Certificate of Pre-Vocational Education banner especially since they will lead to nationally recognized qualifications. However, those who most urgently need such provision are the 14 to 16-year-olds who have been "switched off" by the academically orientated GCE and CSE courses.

In this context the CPVE could be used to validate and coordinate the excellent initiatives being taken by schools piloting such schemes as the Alternative Curriculum Strategy and the Low Attaining Pupils programme. If the CPVE was made available for this age group then schools would be able to offer courses leading to

nationally recognized qualifications for their total population, GCE and CSEs for the academically inclined and the CPVE for the vocationally orientated.

As confirmed by Mark Jackson in his article on the YTS (TES, December 14) there is an abundance of evidence to show that at 16, youngsters prefer, and need, quite specific job-orientated education and training, even if there is no guarantee of a job at the end of the course.

It begins to appear that the 16-year-olds have adjusted to the changes in society more quickly than those who plan their courses. Many recognize that the type of vocational education previously reserved for those either in employment or being prepared for

specific employment can become extremely useful general (technical or commercial) education in its own right.

For example, a person who has been taught to type may never be employed as a full-time typist but might find the ability to type a useful additional asset either at work or when out of work. Similarly, a young man might find it useful to learn the basic technology and skills of the construction industry, not because he will ever build a house but because he will live in one.

There are many disadvantaged groups in society who are rightly looking to the educational service for help; the unemployed 16-year-old who cannot find a suitable place on a YTS

programme and who cannot afford full-time education, the ex-YTS trainees who have not been offered a job, and of course, the mature unemployed.

As originally planned, the CPVE was only for those who are already lucky enough to be able to afford full-time education, and it is difficult to refute the argument that preparing a CPVE course is tantamount to making jam for those who already have bread and butter while ignoring the needs of those who are starving.

Dr E R WHITTELY
153 Chichester Road
Cleethorpes
South Humberside

best worst conditions of employment, in fact, than those of class teachers who are themselves grossly undervalued. These factors alone are enough to destroy motivation, but when you add to them the ever-present threat of cuts, which hangs particularly ominous over the instrumental service, you can well understand the despair of many teachers.

In today's economic climate it seems that the value of instrumental tuition must be argued again and again from first principles. If this argument is lost it is not only music education which is at risk, but the balance of the whole education service, and a balanced education service is surely a *sine qua non* of a civilized society.

HUGH MACGEE
Honorary Secretary
Hounslow Association Peripatetic Instrumental Teachers
78 Wills Crescent
Hounslow

Career choices

Sir—Your article "Dusky tails and the Minister mean the YTS dummy" (TES, November 30) states that "the hundred or so exhibitors appeared keen to recruit", and talking about the Prison Service stand, "the whole thing was more a public relations exercise than a careers promotion".

The general purpose of a careers convention is to inform. It often provides young people with their first meaningful contact with a range of employers, and gives them the opportunity to discuss with those employers what it is like to work in the particular industry, profession or job represented.

Guidance to local education authorities on the organization of their careers services by the Department of Employment specifically states as one aim of the service "to help pupils to reach informed, realistic decisions about their careers". The careers convention is one step (of many) on that path. There are several thousand different choices a young person may take. In order for it to be an "informed" choice, alternatives must be considered—that is the purpose of the convention. Recruitment whilst it may on occasions take place if the representatives are from a monopoly (such as the Post Office) is generally frowned upon.

At the stage the young people were probably at, it is no wonder the busiest stand was that of the careers service; it was so 18 to 20 years ago when I used to attend similar events held in central London, and does no more than reflect the need for information and guidance in an increasingly perplexing world.

I hope your readers were not misled by your comments into believing that careers conventions are glorified recruitment agency gatherings.

R P SLADE
Principal careers officer
33 Trinity Street
Dorchester
Dorset

By the bristles

Sir—It seems to me that Mervyn Elphie has got hold of the wrong end of the baton or brush or pen. ("The Elusive Arts" TES December 7).

Nothing in what David Hargreaves said would deny that "it is in the very nature of art that it strives to communicate the incommunicable", or that it is "from this that the arts take their power, their excitement and their challenge".

Dr Hargreaves was not talking about art *per se*, though. He was talking about arts teachers. He suggested that unless arts teachers start getting the act together, selling the product and the educational importance of the product to both their clients (pupils) and employers (i.e.a.s.), then the bleak scenario of evolutionary crisis, that Harold Osborne had pointed at the opening of the same conference, might come true.

Dr Hargreaves was simply pointing out that getting the act together might exclude using jargon ("Wittgensteinian", he labelled it) or "preciousness"—the very thing Mr Elphie resorts to with his "high art" examples, talk of Mount Parnassus and implication that "great peaks of human artistic achievement" were not created to "perform an instrumental function".

These are precisely the elitist criteria that bar an understanding or enjoyment of the arts by the thousands of our pupils, deny the arts a real role in society and create an hierarchy of artistic achievement that is about connoisseurship and not about education.

It is possible to put a case for the arts without resorting to jargon or preciousness and without that case "crushing the arts to conformity with a utilitarian society" (whatever Mr Elphie means by this). If today's teachers of the arts are to achieve a real shift in educational perspective and to rescue education from the fact-laden sterility, first described by Dickens over 100 years ago in *Hard Times*, then they must start considering the functions and purposes of the arts and reject the use of language that is full of value-laden noise like "great", "glorious", "nice", "ugly", "beautiful", "disturbing", etc.

The arts involve the act of designing, whether it be a poem, a piece of music, a painting, a "masterpiece" (in Elphie's terms). That act of designing is not remote from ordinary affairs in that it involves the organizing and patterning of ideas and forms towards a desired and predicted end. Its importance, educationally, is that it should underpin and invite comparison with all creative acts in life.

David Hargreaves's point was, surely, that the arts teacher does not promote the case for this central role of the arts in education by using language which is, in itself, remote from ordinary affairs.

ANDY MORTIMER
Cambridge Teacher Fellow
Centre for Educational Research and Development
University of Lancaster

War catalogues

Sir—As teacher/librarian, one is the recipient of numerous publishers' catalogues. Do any colleagues share my concern over the type of book being "pushed" by a few publishers?

Salamanca Books in its 12-page catalogue devotes five pages to weapons of war. Even more alarming was Hamlyn with pages advertising *World of War III* and *Armies of World War III*. Are we conditioning our students towards acceptance of the next conflict? As teachers, we should be working towards peace.

S M MCOREGOR
Le Rocquier School
St Clement
Jersey

Judging clichés

Sir—Mr V. F. Slade accuses me of cliché-mongering in my article "Should we do better?" (TES, November 16). There is very little writing that does not have some familiar and well used expressions. If it were not so, the reading would tend to go hard—except perhaps in the belated writing. Mr Slade starts with a cliché in his preface, a cliché, by his own standards, a cliché, namely, "It is a brave or rash man who helps him to discriminate between, on the one hand, gross clichés, and on the other, more respectable useful words and phrases of varying degrees of clichéness."

When Edmund Wilson described the phrase "by any standards" as "one of the sloppiest of clichés", Fowler replied: "Like many phrases that have become clichés, it is beyond reproach when judiciously used." And Gowers has written thus:

"Eric Partridge's Dictionary (of Clichés) contains some thousands of entries. But, as he says in his preface, what is a cliché is partly a matter of time. It is also a matter of occasion. Many of those in his dictionary may or may not be clichés it depends on how they are used. Writers would be needlessly handicapped if they were never permitted such phrases as 'cross the Rubicon', 'not general', 'wing of the pendulum', 'this end of the wedge' and 'white elephant'. These may be the safest way of expressing a writer's

meaning. If you choose one of them for that reason you need not be afraid of being called a cliché-monger."

Mr Slade also accuses me of "lack of concern" in my grammar. He quotes my words: "examples of unseemly grammar that to ironically mark the paper", and says that the "true antecedent is indeed 'grammar'". It is not the examples that mark the paper; it is the unseemly grammar.

His comments on my use of the words "a liberal" are absurd. *Liberal* has been in use in our language since at least 1621, and the Oxford Dictionary tells us that it has been used, with an article since that date.

Mr Slade's comments on the gerund

LETTERS

Special courses axe wielded at expense of the vulnerable

Sir—As students on the initial pre-service BED course, Children with Severe Learning Difficulties, at Newcastle upon Tyne Polytechnic we would like to comment on the recent Government proposals embodied in the ACSET report (June 1984).

The report, drawn up by the Advisory Committee on the Supply and Education of Teachers, has recommended to the Secretary of State that initial training courses concentrating on the pre-service education of students intending to teach "children with severe learning difficulties" be phased out as soon as possible. Governmental policy is to replace these courses with primary courses that encompass an (as yet unspecified) element of special education, but will not qualify students to teach "children with severe learning difficulties".

To qualify as a specialist teacher probably means another two years' primary teaching experience, then a one year specialist secondment year. In effect it will take an individual devoted to this field of education seven to eight years in order to teach the children he went in training to teach.

We emphasize at this point that students on the present course would not be prepared to spend this length of time training in order to teach "children with severe learning difficulties".

We also believe that Governmental policy is lacking in several areas. In order to meet the requirements demanded by children with special needs you need specialist teachers. We believe that at one year specialized secondment course is not enough time to train teachers to the high standards necessary. We believe that one year is not enough time for primary trained

teachers to adopt new teaching styles, attitudes, approaches and experiences vital to the effective teaching of children with severe learning difficulties.

Also, we are convinced that the number of teachers taking advantage of a secondment year will be poor due to lack of incentives, i.e.a. provision, fears of job security, family mobility and motivation.

The present "children with severe learning difficulties" course, and similar courses around the country, offer students interested in the profession of special education the opportunity to train to a very high standard. We believe that the closure of these courses would be at the expense of an already vulnerable section of society. While agreeing with the concept of the integration of children with special needs into mainstream education, we believe that this objective can only be successfully achieved if the policy of integration is carried out slowly, maximizing the skills of specialist teachers, and backed by a massive injection of funds to adapt educational establishments to suit the demands of handicapped children.

We urge the Government to keep present courses open until time has proven that subsequent provision is feasible and effective. With these issues in mind, we urge anyone concerned to write to us with suggestions on how to oppose the closure of Newcastle and all such courses throughout the country for "children with severe learning difficulties". Their voice is never heard.

CHRISTOPHER ROLLINGS
On behalf of all students on
BED CSLD Course,
Newcastle upon Tyne Polytechnic.

Brief respite

Sir—We would like to express our appreciation of your diarist ("Super-teacher and male chauvinist", TES, December 7) who has written such a perceptive comment upon the views and activities of Mr Cyril Mapley. In all the press comment that we have seen your article stands alone in providing the level of entertainment provided by our colleague. We would request, however, not too much publicity as it may deprive us of our very own "trustee from the tool-room".

However, on this occasion your diarist did suggest that pupils might be influenced by some of his views. We would like to assure you that after a brief acquaintance our boys are very unlikely to be impressed; they are discriminating enough to appreciate that his forte is drawing.

What concerns some of us is that apparently he is listened to by Conservative Party advisory bodies and even Sir Keith himself.

We do envy your diarist in only meeting Cyril's views in occasional

press releases as we look forward to our own brief respite over the Christmas holidays.

GODFREY WOOD
MERVYN DAVIES
17 Acres Rise
Titchester
Sussex

More to life . . .

Sir—It would appear that Mr Cyril Mapley is far more super than the writer of your Diary (December 7) article when it comes to the assessment of the balance of curriculum left after history, geography, literature, classics, sociology and religious studies have been removed from it. Not even many adults of the "parent" category, who know what life expects of mankind, would agree with the writer in that the balance was little more than technical drawing.

HARRY NESS
2 Comber Road
Bournemouth



Sir Keith Joseph . . . harsh world

Wise leader

Sir—I do not know Sir Keith Joseph, but surely the press and the public are treating him harshly.

Leadership on battlefields or on sports grounds or in boardrooms or in Parliament, or even in the home, calls for great wisdom, and this I think Sir Keith possesses. "*Reculer pour mieux sauter*" is a good motto which has guided many of his predecessors to success, and of course there must be other paths which are equally and economically effective along which Sir Keith can tread and win general approval.

WILLIAM V STEVENS
12 Hillpark Avenue
Edinburgh

Blind alley

Sir—Alan Evans (TES, December 7) is, of course, quite right to say that the statement, "the responsibility for religious instruction in particular falls with the churches and parents, and this should take place outside the school", is not an *ex cathedra* utterance of the National Union of Teachers. It is preceded by the words: "There are many teachers who find the 1944 Act's provision for each school day to begin with an act of worship (presumably Christian) and compulsory religious education inimical to the spirit of multicultural education".

If people were misled by the Association of Christian Teachers' press release, I am grateful to Mr Evans for correcting them. I also invite your readers to write to me for a full text of the ACT press release, with the NUT discussion paper, "Religious Education in a Multicultural Society". They can then see what sense they can make of either.

Mr Evans is also correct to say that the part of the NUT paper which he quotes is only one point of view. It is,

Appeal aftermath

Sir—Howard Sharron says that Surrey chose to ignore an appeal committee's findings on two children with special educational needs (TES, November 30). May I remind Mr Sharron that an appeal committee can either confirm the education provision in a special needs statement, or remit to the i.e.a. for further consideration.

In this case the appeal committee remitted for further consideration. This is precisely what Surrey local education authority did.

GERALDINE WILLIAMS
Assistant county education officer
(special needs)
Surrey County Council
County Hall
Kingston Upon Thames

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Grade problems

Sir—Articles in *The TES* by Roger Murphy (November 30) and Francesca Garforth (December 14) raise questions about the policy-making decisions of the Secondary Examinations Council. The sort of far-reaching expressed by Roger Murphy was known to the SEC before the decision was taken to mount the grade related criteria exercise. Likewise, with problems of timing discussed by Francesca Garforth.

The examinations boards and others concerned with the practicalities have also made it clear that it will be very difficult to apply grade related criteria in any valid way. (Incidentally, it is interesting that there is now no member of the SEC's professional staff who has worked as a full-time officer of an examinations board.)

How, then, can the decision to set up the GRC working parties be explained? It was taken, effectively, at a meeting between Sir Keith Joseph and some members of the SEC on January 30, just three weeks after the Sheffield speech to which it was supposedly a response. What is not clear is the extent to which that response was spontaneous. In any event, the issue had become a fait accompli by the time of the full council meeting on February 10.

In this light, there must be a question about the amount of control which could be exerted by teachers and examinations boards if the funding of syllabus construction were to be as lavish (Francesca Garforth was right in her estimate) as was that for the GRC exercise.

STEPHEN MOORE
70 Anneslie Road
Newport Pagnell
Bucks.

however, the only viewpoint spelled out at such length in the paper, with the invoked authority of "many teachers". This may not be a statement "by the NUT" but it will suffice until a real NUT statement comes along.

Moreover, this widespread "opinion of teachers" is the basis of the discussion paper's whole subsequent drift, which is that less central direction of schools in the way of religious education in 1944 terms would make Muslims happier. Mr Evans is free to think that the NUT paper is "a carefully reasoned argument". It is, indeed, a competent and sensitive presentation of a hopelessly incoherent line of thought.

It is not the NUT's fault that the road to which its discussion paper points is a blind alley. The union is, however, responsible for seeming to recommend it.

RICHARD WILKINS
General Secretary
Association of Christian Teachers
27 Spring Gardens
Garston
Warrford
Herts WD2 6JJ

Social notes

Sir—Now that the DES Statistical Review 13/84 has shown a correlation between social background and examination successes (TES, December 14), is it not time for the Secretary of State to amend the Regulations and delete the inclusion of exam results in the school brochure. Perhaps it would be more honest to replace the exam results with an analysis of socio-economic backgrounds of the parental background of pupils attending the school?

N M POTTER
The Ancaster High School
Shannon Avenue
Lincoln

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Let us praise

NEVILLE PALMER

A little-publicized fact is that Sir Keith Joseph, now in his third year as Education Secretary, is one of the longest serving Ministers in recent times, the others, one assumes, having been transferred before completing the two-year probation period suggested for headteachers. A much-publicized fact is that Sir Keith and his advisers think that the standards of education in the maintained sector have gone down over the years and that it is their function, either through Green Papers on governors or centralised curriculum control, to reverse the decline.

But let me offer the minister a belated birthday present - a gleam of light - by describing what is happening in many schools through revealing what is happening in one. The catchment area includes a township and two ex-mining villages, one in conurbation with Newcastle upon Tyne and the other not far removed from it. Some 61 per cent of the population within the catchment area live in local authority housing, some the result of inner-city re-housing, and forty per cent in privately owned housing, most being semi-detached or small detached. If anything, the socio-economic mix is skewed downwards and is representative more of an urban than a suburban community. The annual intake, since the school caters for the

13-18 range, varies between 240 and 300 and the total number on a roll is 950, 130 of whom are in the sixth-form. Of the 320 children who stay for lunch, 150 are entitled to free meals.

I have described the school and its area in such detail to stress its ordinariness. I have taught in five areas of the country, all, admittedly, North of Watford, but, with local variations, I might be describing a school in any one of them, for this is the reality of education.

In the days of selective education, within an area rather broader than this school serves, approximately 20 per cent of the children went to the local grammar school. The rest went to small secondary modern schools. The grammar school was a good school which offered a traditional curriculum, but, even so, not all its pupils achieved the magic figure of five O levels and above and the sixth-form was always comparatively small. Nevertheless, it served its community well, and Sir Keith would have commended it, and, possibly, used it as a yardstick against which to measure the performance of the comprehensive school.

So, let us do just that. Last year's fifth year had an intake of 284. Twenty per cent of that would give 57 people, although since the school now takes all the children in a narrower area than that served by the grammar school, the number should probably be smaller. Nevertheless let us assume that 57 is the figure and that from that 57, a proportion might have been expected to gain five O levels, or their equivalent, and above. Predictably, this figure was exceeded. What actually happened was that 63 people gained their five Os and above, and, if the number is dropped by one, 73 people gained four O levels

and above. Ninety people gained an O level in English language, seventy-two an O or equivalent in mathematics and even humble history, sometimes the orphan of the options, clocked up 65 passes at this level.

From the large CSE entry (1660 subject entries) far more pupils gained Grades 1 and 2 than Grades 4 and 5. The "average" grade was nearer to Grade 2 than Grade 3 and "unclassified", that knell of doom for the conscientious Head of Department, accounted for only 3.25 per cent of the total subject entry. The 39 straight A level candidates gained a pass rate just short of 70 per cent with "near misses" (that is, O level passes) accounting for the next 25 per cent. Two pupils passed the Oxford University Entrance Examination and performance in RSA Business Studies and City and Guilds Vocational Preparation (General) Examinations were studded with credits and distinctions.

If, as I claim, this represents a national tendency, what other, more general, signs are there? In the morale of the profession, battered as it is by accusations of neglect and working under conditions which sometimes even contravene the Health and Safety Act, there are none. In what its members do despite the difficulties assailing them, there are many.

Consider, for example, a survey undertaken by a teachers' panel of a large CSE board into the performance of candidates in English language over the past 10 years. Scripts of candidates who had been awarded Grade 1 passes ten years ago were assessed using the criteria for the current examination, and it found that a proportion would not today gain their O level equivalent. Standards expected for candidates



have therefore been raised. Yet, from a larger entry, a higher proportion of candidates are currently gaining Grade 1 passes. Putting it bluntly, the examination is harder but more people are doing well.

The number of places available in higher education is falling - something which tragically highlights the fact that the schools are producing large numbers of students with A levels since the fate of those unable to gain a place is a newsworthy event. Even HMI reports have in common the number of things

they find right about secondary education rather than the reverse.

Therefore, Sir Keith, as you progress through your third year in office the message from the schools is simple. There have been slings and arrows enough to make our lack of fortune probably outrageous, so, make this next year the year of praise, as well as of appraisal.

Neville Palmer is headmaster of George Stephenson High School, North Tyne-side.

Pink slips

TONY RAVEN

So this is a feminist-English department I thought, casting my eyes around. A young staff - pure South London Radical chic with some of the best badges I had seen for some time.

Though ineligible by right to take part in the wider issues of the Great Women's Movement, here I was, one of them: with them, at the Chalk Face. A little cog, as it were, chugging forward a mighty engine. I could barely repress a frisson of excitement. Surprisingly I opened my brief case and eased out a document, well thumbtacked and heavily underlined. I lay it, not too ostentatiously, of course, on the bulging contents of the bag, a declaration for them all to see.

"Well I . . ."

I jumped to my feet. "Oh, hello!" She sized me up, her eyes travelling from top to toe with surprising rapidity. Before me stood a creature of immense magnetism, the head of English.

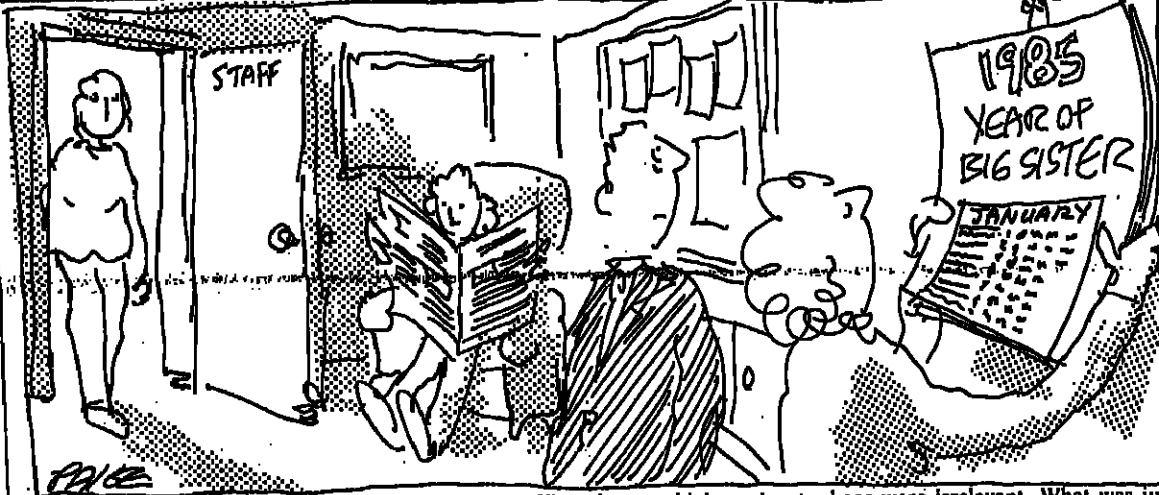
"We've got just a few minutes before school begins," she announced briskly, "Is there anything you want to know?"

"Well I . . ."

With delicate firmness she interrupted. "Right. Let's get down to business!" She waved her hands vaguely around the room. "This is 'The Syllabus'. Just the books. It's a literature approach, you see."

"Extraordinary . . . I murmured. My gait fixed me with a cold gaze as I deferentially leant forward.

"You probably think that statement pretentious . . . I come from coarse



working class stock . . . there's nothing pretentious about me." I wriggled uncomfortably inside my M&S blazer.

"We believe . . . in the Department, that there should be a fluid approach to learning." She paused, breathing heavily. Defying me to contradict her. No fear. I was impressed. "In other words," she said, "total mixed ability; no markings; no grades; no spelling corrections. Only positive comments."

I began to feel a jaded hack; prematurely middle-aged; a run of the mill time server. I felt my self respect decline still further. Why hadn't I met a teacher with the innovative talents of Ms Pillis earlier in my career? Still, it was never too late. "Above all . . . no negativism. The kids from this Estate are special. They need lots of encouragement. And," she said, giving me a meaningful look, "never any aggression!"

I reddened. The curse of my sex was upon me. Generations of male crudeness and the competitive ethos had corrupted for far too long. A change of emphasis was long overdue. I wanted to be part of a Caring Society; brutality breeds brutality.

The bell went. She nodded in the direction of my open bag. "See you're into Gender. In the Classroom."

My head of department's face took a deeper shade of red. "What the . . . she muttered. The boys - they looked like fourth years - stood, rather embarrassed, before us. "Billy, Andy," Ms Pillis walked forward. Despite the intrusion. Despite this outrageous violation of the sanctity of a staff room, she was still firm, in

control. "What do you think you're doing?"

"E pushed me, miss!" Said in unison. I must confess I felt frightened at the reaction this provoked. My HOD now edged towards them. They retreated, towards the door. Her neck shot forward, whilst her hand prevented their escape. "Piss off, the pair of you. Right?" She turned the handle. "And if you piss about with me any more you'll get one of these. Right?" She waved a piece of pink paper at them.

The boys scowled. They scuttled off and we started to go downstairs. The noise! "Yeah . . . that's all you can bloody do . . . in!" shouted out a voice. "You an' your bloody E Room!"

"You'd better get yourself some of these," said Ms Pillis thrusting one of the pink slips up to me. "But . . . I began. Too late. She had gone. Vanished into the melee.

I walked down the corridor, pausing only to separate several groups who were fighting. Nothing serious. Youthful bligh spirts. Boys will be boys. I must say a lot of the children were having a merry time too: outside each class a game of some sort was in progress. Girls jumped on and off the parallel benches outside each room with fey giggles. Boys, with a supple envy, pursued each other more vigorously, round the benches; shinning up the wire dividers; hanging precariously from the coat pegs a thoughtful. Establishment had provided. Loud whoops rent the air, what fun, what energy.

My thoughts were interrupted by the second bell. Trying not to walk top-heavy, I coughed. Nothing happened. If anything the game became more frenetic. It had gone on long enough. "For everything there is a season."

"Right. Line up, please!" I commanded, reminding myself that this was education as process, in a spring school. The forward sign of

chaos were irrelevant. What was important was the child's inner self. Ineluctably going through a process of transformation. "Come down!" I shouted, bearing the wider issues in mind. All pupils now running on benches, hiding and dodging, spitting and throwing were not actually doing those things. They were in a transitory phase.

Ducking several missiles I withdrew my master key. The first years tumbled in. Several fighting. About five boys remained outside. "Will you go in please, boys?" I smiled winningly. Trying to establish a relationship. Three obeyed. One wanted to play cat and mouse. I tried to humour him. "What's your name?"

"Mark," he said. I began to bristle. He was cocky for a first year.

"I think you'd better join the rest hadn't you Mark?" I cooed.

"Nai" he spat, circling the benches like a hyperactive baseball player. "Go inside, please."

"Nai" He smiled momentarily, then thumped his friend, playfully.

I bent down. Mark's little friend was now under a bench, crying. "And you're . . ."

"Antony Colebrook! Mark Stark! Get inside at once!" Saved by the Head of the Year. Thank God for the fair sex - correction - women. They have it all buttoned up! I began to look dejected. Had I started to lose my grip?

"Hello," she said, "you'd better have these." Ah, the Pink forms. "And these," she produced a handful of buff coloured slips. "You'll be using a lot of them." She nodded in the direction of my tutor group. "Especially with that lot. They can never behave in 'Reading For Pleasure'. 24 hours a day. I she added nothing, my puzzled look. "The Head doesn't approve of detention; so try not to overdo it. If they get stropky . . . send them to the E Room."

I was left alone. For a second I pondered the chaos in the room. For a second I pondered the chaos in the room. For a second I pondered the chaos in the room.

through my pupil profiles. Six with reading ages of six or seven. Others little better. And they were eleven! How right they should all have silent reading each day. They needed it! And if they couldn't see the benefit of it. Why. How right to punish them. It was the ultimate, as far as social concern could be.

At the end of tutor period the first years went. Next it was Second year English; but why only boys?

"It's International Women's Day, Sir."

"But they're missing English!" I gave out the novels. They groaned.

"It's Eldorado," I smiled. Persuasive. Wondering how on earth the girls would respond, having missed my not-to-be-repeated intro.

"All we do is read stories," moaned one. A trouble maker I thought.

"And bleeding write abahit 'em," said another. *Sotto voce*. He had seen my hand hover, just for a moment, over the pile of buff coloured forms. "Nonsense!" I said.

Over departmental Nescafé my fears were assuaged, the girls had a spiritually uplifting experience. "They'll easily get into Eldorado" Ms Pillis was rhapsodic. "The atmosphere was charged. What a meeting. Totally unique . . . at times we were so close. She breathed, dwelling on the last word as if reliving the moment. I felt quite envious. That evening I hesitantly mentioned this to my wife, who teaches in a girls' school. "Are your assemblies charged, special and significant?" I asked. I knew her reaction would be adverse. Women can be jealous at times.

Next day the English Room was in uproar. Women stalked and smote innocent objects, swore and gestured angrily amongst themselves. "What has happened?" I wondered.

"Who's responsible? . . . that's what I want to know!" shouted an angry voice. I turned round to see Ms Pillis giving a large poster to the wall.

"Probably the Science Department," said Kitty, "you know what they're like."

"International Men's Day," sneered Sarah, "that's every day!" I nodded sympathetically, quickly scanning the sexist rubbish on the table.

I wanted to commiserate, but felt excluded. I had not been lampooned. On the contrary my sex had been responsible for the outrage. Angerily, they stormed out of the room. Presumably to seek out the forces of Reaction. And I was left alone to ponder. Wondering, why is it that we have to satirize everything our sisters do? Often in blatant, sexist terms. We should be grateful After all. They're only trying to change the world for the better.

FEATURES

Colour blind

Independent schools reject the kind of multicultural education policy subscribed to by most education authorities, Ellis Cashmore and Carl Bagley find.



'20 per cent of I.e.s.s. feel no need for multicultural education'

untouched by the multicultural programmes and anti-racist initiatives that have evolved over the past decade and which now have almost unanimous support from local education authorities in England and Wales.

With very few exceptions our survey covering 72 per cent of education authorities in England and Wales show that most are, in principle, committed to changing teaching and curricula to reflect the pluralistic nature of modern society.

Originally, multicultural education was regarded as something relevant only to schools with significant numbers of black and Asian pupils; initiatives were limited not only to certain local education authorities but to specific areas within those I.e.s.s. Extra financial assistance was available under section 11 of the Local Government Act, 1966 to areas where more than 2 per cent of children on school rolls were from New Commonwealth or Pakistan backgrounds.

The Act, amended in 1982, was still only applicable to areas showing "substantial numbers" of Commonwealth immigrant children in their schools. Our research indicates that this piece of legislation remains the major source of funding for multicultural education initiatives. As a result, an area such as Barnsley, with a predominantly white school population, is ineligible for extra funds, even though DES circulars, consultative documents and government select committees are united in their call for multicultural education in all areas.

In an area like Bradford, with a large ethnic population and many years experience of multicultural education, finance has been available and programmes expanded so they reach all white areas under the authority's control.

Contrasting with this, in Essex, with less than 20 per cent of its pupils from ethnic backgrounds, multi-cultural education is still in its infancy. Mr F J Hartle, the county's education officer (schools) concedes: "This policy area has not been accorded a high degree of priority."

Some 20 per cent of I.e.s.s. feel no need for multicultural education in their area. Solihull, a middle class area in the West Midlands, for example, demonstrates little urgency. Mr Colin Humphrey, Director of Education, has an explanation typical of this 20 per cent: "Although we are fully aware of the problems of multi-ethnic groups . . . we have very few children from ethnic minorities in our schools . . . and we have not as yet had to formulate a written policy, nor have we begun any initiatives."

The implication is that it is for the benefit of ethnic minority pupils, rather than their white counterparts. All I.e.s.s. who have no multicultural policy have few ethnic minority pupils and do not see the relevance of such a policy because of this fact.

Yet exactly the opposite awareness is shown by other areas without ethnic minority populations in significant numbers. Suffolk's policy statement acknowledges that in a rural area such as it is, "the relevance of making a positive approach to multicultural education may not be immediately apparent."

However, multicultural education implies far more than such limited contact with the ethnic minority groups; it involves the whole of the education service in preparing its members to take their place in the society in which they are living. All children . . . need to be given an understanding of how society changes and of the constituent groups within that society." Mr Alcock Hall, Suffolk's director of education goes further in arguing that multicultural educa-

tion is "even more necessary" in areas of low ethnic density.

The majority of authorities view multicultural education as applicable to all schools, not only those situated in high density ethnic areas because, as a recent Hillingdon borough statement puts it, "the entire society into which children are growing up multicultural."

Despite this, it is still noticeable that the authorities which have the most developed policies are those with a strong ethnic minority population in their areas, the exception being Enfield which does not operate any multicultural education programmes despite having an ethnic population of 14 per cent.

There is also variation in emphasis. Newcastle-upon-Tyne's working party on racial harmony, in March 1984, concluded: "In the past, assimilation was the key idea in relation to the phenomenon of cultural differences but ideas have now changed to place emphasis on cultural pluralism."

Though most authorities (80 per cent) are largely in agreement with this, ILEA and several other authorities view it as inadequate and contend that "cultural pluralism" alone seriously neglects the pervasive nature of racism. More stress is needed on "the economic position of black people in relation to white people, differences in access to resources and in power to affect events." Inner London argues.

Multicultural education would appear to mean all things to all men, some intending it to have a strong anti-racist component, some regarding it as lacking the radical element needed to have a lasting impact on the pupil. As if to aggravate matters, recent research suggests that, even in areas that have developed multicultural education policies, there is considerable variation in how they are put into practice - if they ever do get put into practice.

Even if multicultural education was to gain complete acceptance in local schools and eventually reducing racism amongst future generations, its overall impact in society would still be limited. The children destined to fill most of the key positions in society - the industrialists, bankers, civil servants and company directors who will exert decisive influences on the shape of society - are not from these schools. Yet they are going to be the people who have the potential to change the pattern of institutional racism.

Our research in the independent sector, covering 42 per cent of Headmasters' Conference Schools, indicates a complete absence of anything resembling multicultural education. There is also a disturbing lack of awareness of the possibility that racism might affect pupils of independent schools in the same way as it does those from state schools. Compounding this is a complacency bordering on downright neglect - or ignorance -

of ethnic issues in education.

Two headteachers fail to understand the research's terms of reference "ethnic", "multi-cultural education". Mr T D Wheare, headmaster from Brynston School, which has a 4 per cent ethnic enrolment, confesses to "an ignorance of the Rampton/Swann report" and R de C Chapman, headmaster of Malvern College could not "unearth a copy of the Rampton/Swann findings" and asked from where he might obtain one.

Most independent schools see no need for multicultural innovations: "Matters of race should not be at the forefront of our minds,"

'... a disturbing lack of awareness that racism might affect pupils of independent schools'

insists Mr D A Fenner, headteacher of Alveyn's School, which has a 10 per cent ethnic minority intake.

The prevalent view is that such initiatives are not required because the numbers of ethnic pupils is numerically small. Even where the numbers exceed 15 per cent of the school's population, as at Leighton Park School, Mr Jim Hunter, headmaster, says: "There is no recognition in our curriculum of the fact that our students come from varied backgrounds."

A few independent schools acknowledge the need for changes to satisfy the requirements of a pluralistic society, but those changes tend to be only minor ones. Hampton School (4-5 per cent ethnic), for example, "always make a point of studying the Old Testament books of Ruth and Jonah, both of which . . . were written after the return from exile by authors opposed to the racial prejudice of Nehemiah and Ezra," according to Mr H G Alexander, headmaster. The study of Harper Lee's *To Kill a Mockingbird* is regarded as "an effort to reject any form of prejudice."

This is about as radical as independent schools get. At the other extreme, there are the Euro-centric approaches of schools such as Wellington (15 per cent ethnic) which substitutes the study of French and German with "Introduction to European Studies" to accommodate a growing ethnic presence. More insular are those schools offering education in "Anglican traditions" which compel their students of whatever background or faith to attend chapel services.

The perspective of independent schools is reasonably simple: they regard themselves - with some justification - as an elite; as such their entry procedures are highly selective. They admit, as Mr David Smith, the headmaster of Bradford

Grammar School (7.6 per cent ethnic), put it, "highly intelligent" students who are "either Anglicized or anxious to become so". As such, they believe, "there is no need to give any serious need (sic) to considering changes to accommodate the kind of society which exists within your own area" (West Midlands), as Arnold School's headmaster Mr R D W Rhodes expresses it.

As is the case with many state education authorities, the view is that, where no apparent "problem" exists, no "special initiatives" need to be taken. "The fact of the matter is that most people here are colour blind and it takes something of a conscious effort to notice who comes from an ethnic minority and who does not," states Mr Bruce McGowan headmaster of the Haberdashers' Aske's School, Hertfordshire. "Within the school there is a strong tradition of mutual tolerance and understanding in which the right of each individual to be different from all the others is readily accepted on all sides."

Yet such a sanguine outlook is jolted when we consider the comments of Mr A O H Quick, headmaster of Bradford College, Berkshire, which has a 5 per cent ethnic enrolment: "The first cardinal mistake was to allow far too many immigrants in the fifties and sixties when the employment demand was inflated by make-work practices of the unions."

"Secondly when it became clear that false employment of this type could not be sustained, governments instead of openly admitting their mistake and saying we have made a mistake and had now got to make the best of a bad job started a campaign of preaching and trying to hector the public into believing in the superiority of a multiethnic and multicultural society."

"To a historian such a belief cannot be substantiated. I do not believe that race relations should be the subject of law or educational initiatives. I would like to see the Race Relations Board (sic) abolished."

This is by no means a typical view, yet it is disarming to realize that our future controllers, the powerholders of tomorrow, are being educated in an atmosphere influenced by such ideas.

The following all received independent school education: Lord Swann, chairman of the committee of inquiry into the education of children from ethnic minorities; Sir Keith Joseph; Peter Newsam, chairman of the Commission for Racial Equality; and Lord Scarman, who headed the inquiry into the Brixton disorders. Unless there is a break in the pattern, it seems likely that the future incumbents of such positions are being educated in public schools like those mentioned above.

Dr Cashmore is head of an ESRC funded race relations research project at Aston University and Carl Bagley is a researcher on the project.

28.12.84

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FEATURES

There is nothing like a dame

Eric Midwinter looks at the remarkable survival of the traditional entertainment for children

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TWICE DAILY
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BARBARA KELLY
in the SCHULKE PRODUCTION of
PETER PAN
By J. M. BARRETT
PATRICIA MARMONT RUSSELL
DOROTHY BROMLEY THORNDIKE
ERIC CARR PETER COLLINGWOOD
RICHARD WORDSWORTH
Directed by JOHN PERKINS
The play produced by arrangement with
The Society for the Preservation of the
Theatrical Arts, London

Below, Les Dawson as Widow Twankey



The date: December 22, 1935. The place: the Prince's Theatre, Manchester, to be destroyed by enemy bombs six years later, almost to the day. Enter a three-year-old, paying his first-ever visit to the theatre. It was *Mother Goose*, Albert Modley, most warm-hearted of comics, was the star. He was celebrated for his mushrooming flat cap and his inventive transference of a drumkit into tramcar controls. Billed as "Lancashire's favourite Yorkshireman", he and I actually conversed amicably across the footlights on the theme of my calling out the requested greeting tardily. Thus began my career in audience participation, or, as we say in education, parental involvement.

The other specific memory is of Kirby's Flying Ballet: all those humanoid geese gliding on high proved to be quite riveting. Such were the highlights, but, 50 years on, the glow of the complete experience remains undiminished.

If children only go once a year to the theatre, it will most likely be to the pantomime, a form of entertainment which remains bustling resilient, despite regular announcements of its terminal condition. Some outé theatre companies have recently offered children custom-built Christmas fare. The results have been Cheshire Cat-like. They may have raised the occasional smile, but they have lacked body. They have been sodate and select, playing Southport to panto's Blackpool, for, as Les Dawson has presciently remarked, Southport is Blackpool with O levels.

Panto is unabashed and unrepentant in its full-blooded brassiness and vulgarity. Excitement begins with the very sight of the huge, thick, velvet curtains and the very sound of an entire pit orchestra tuning up. Christmas is a weighty season. Those "rep" plays for children are well-meaning and thin. There is too little of the plum pudding about them.

Panto is a richer diet and a varied one. Traditionalists in every age bemoan the decline of its traditions - recently it has been too many references to telly commercials; before that, it was too many political and blue (that is rude, not Tory) jokes. Yet pantomime survives with an airy sense of breadth and bonhomie, and, this yuletide, every fair-sized township will have a professional panto on offer. There will be 150 or 200 of them.

The Blackpool parallel is an apt one. Panto came to maturity in the Victorian golden age of collective leisure, when the seaside resort, the music hall, the railway carriage and, later, the charabanc, the department store, the zoo, professional cricket and, later still football, offered a nexus of choice for group and family entertainment.

Of course, the heritage of misrule or the harlequinade may be traced back to ancient times, but one must ever be careful that these derivations are not retrospective. For instance, the female principal "boy" provided an opportunity for the middle-class Victorian male to cast his eager eyes legitimately over an expanse of junoesque thigh: some scholarly allusion to historical transvestite ritual was balm to the social conscience. It was, in fact, a practice more immediately borrowed from those burlesques and extravaganzas which, at a time when theatres were strictly controlled, managed to dodge the strictures of the licensing laws. J R Planché and Lucy Vestris had developed these frothy entertainments, complete with female "boys", at the Olympic Theatre, and Planché's work led directly to the pantomime.

Here, for about the first time, was a theatrical performance to which the middle classes might take their wives and children. It was well integrated as a family attraction. It was much more a case of the family enjoying the entertainment together, rather than, as might now be more the case, parents taking children for them to enjoy it. Charles Dickens was a panto enthusiast - he wrote an adulatory biography of Joe Grimaldi - and so was Thackeray, writer of *Harlequin*, and the *Party of the Spangled Pantomime*.

FEATURES

or, the Prince of the Enchanted Nose. "Lives there a man", he said, "with soul so dead, the being ever so blue and travel-worn, who does not feel some shock and thrill as the curtain rises." Lord Macaulay was no less forceful: "no man, whatever his sensibility may be, is ever affected by Hamlet or Lear as a little girl is affected by poor Red Riding Hood".

Originally, the pantomime began with the fairy-tale or nursery-rhyme element - or classical or mythical legend - which acted as a brief prologue to the harlequinade of many scenes and several hours. A youth and his sweetheart, a feeble father and sometimes an elderly dame, and a grotesque suitor, clad in their "nursery tale" garb were transformed by the Fairy. They became Harlequin, protecting Columbine, his affianced, from the machinations of Clown, the horrid suitor and Pantaloon, the doltish papa.

Gradually, the "opening" lengthened, to as much as three hours, with the harlequinade a finale tacked on the end, and with the transformation scene assuming another duty - pumpkin to coach in *Cinderella* for instance - in the unfolding plot. By the 1880s the harlequinade had almost disappeared, to the chagrin, needless to say, of the traditionalists. However, the set formula of principal boy, principal girl, "heavy" father or mother and villain remained, as in Dick Whittington, Alice and Alderman Fitzwarren and King Rat.

Drury Lane, initially in 1804, and the Lyceum were the premier locations, and Planché, H J Byron, Francis Burnard and, towering above the others, Edward Blincher, author of over 100 pantos, were the main writers, all of them unrelenting masters of the pun. Hence:

And as my youthful feathers all unfurled
Seemed fanned to make a bold stir in the world;
But suddenly the future seemed to frown
Fortune gave me a quilt and I'd a down.

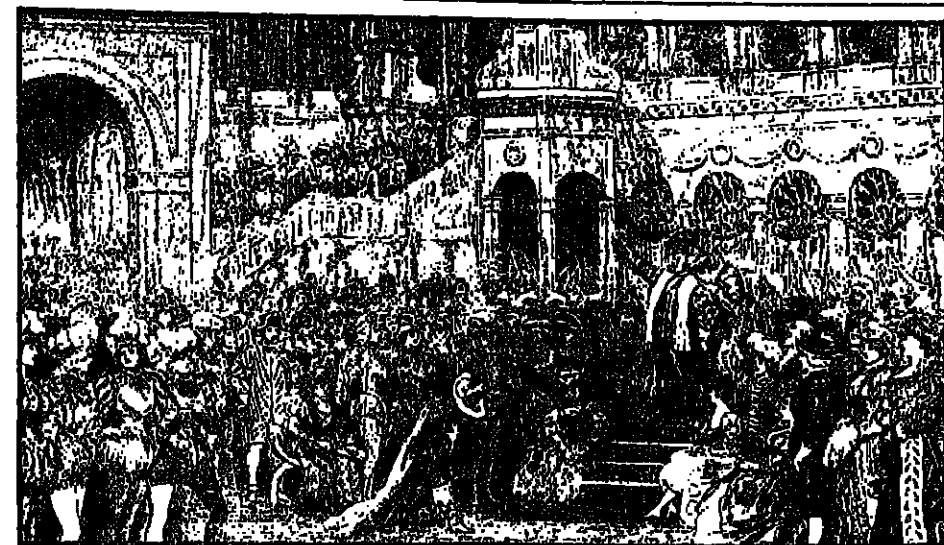
It was, none the less, the sheer spectacle which was even more overwhelming. Augustus Harris, Drury Lane's impresario, created huge processions, such as all Shakespeare's heroines or, in one *Ali Baba*, a company of 400, with each of the 40 thieves allotted a dozen assistants. Menageries, ocean-going vessels and castles were regular features.

Over at the Lyceum, where William Beverley created delightful and opulent scenery, each scene had its own exotic label, such as "the Silver Cascade of the Lily Bell Fairies in the Land of the Cloudless Sky". A score of these scenes was par for the course, and, in 1870, yet another traditionalist mourned that panto was "dying on account of the marvellous complexity of mechanism".

The Victorians being much more adventurous, more confident and less conservative than we are today, the story-lines were much more varied, and 400 separate stories have been identified. Titles must have given food for thought to poster designers, as in *Harlequin and the Tyrant of Gobblerupandshrunken-down*; or the *Doomed Princess of the Fairy Hall with Forty Red-blood Pillars*. Some had three titles, such as *Zig-Zag the crooked*, or *Harlequin, the King, the Cat and the Pretty Princess*, or *The Frog, the Fairy and the Wishes Three*. Equally Victorian in flavour were the instructive pantos. There was *Little Jack Horner*, or *Harlequin A.B.C.* and the *Enchanted Region of Nursery Rhymes*; *Harlequin N.E.W.S.* and the *Fairy Elves of the Fourth Estate*; *The Birth of the Steam Engine*, or *Harlequin Locomotive and his Men*, featuring James Watt; or *Alfred the Great*, and the *Magic Bangle and the Magic Raven*.

Slowly, and from 1860s, the popular half-a-dozen emerged. Their origins were mixed, some being foreign - the Aladdin, Sinbad, Ali Baba group from *The Arabian Nights*; *Red Riding Hood*, from the Grimm Brothers; *Puss in Boots* from Italy - and others native; *Dick Whittington*, of course; *Jack and the Beanstalk* from Cornwall; and *Babes in the Wood* from Norfolk. *Cinderella*, most popular of all, was originally French, with mistranslation which accounts for Princess Crystal wearing a glass slipper. The current version dates from 1864, with Buttons established during the First World War, but - those lineages again - some claim it is a native - a myth of profound antiquity. *Cinderella* is the dawn threatened by the night clouds (the Ugly Sisters) rescued by the end of Prince Charming.

Whether Joe Grimaldi, the founder-clown of modern panto and warbler of the still extant *Hot Coddles*, realized this is not evident. What he certainly did was to introduce the dame character, with his Queen Rousabellia in 1812. By the 1870s this was commonplace. In the last quarter of the nineteenth century, with panto yet again dying, it was saved by a blood transfusion of music hall stars, who revitalized it and made it robust. Famously, Marie Lloyd and, later on, Dorothy Ward were to make typically exuberant and imperiously leggy principal boys. But the music



Puss in Boots at the Drury Lane Theatre, 1888



Bring on the clown (left) and a children's pantomime party

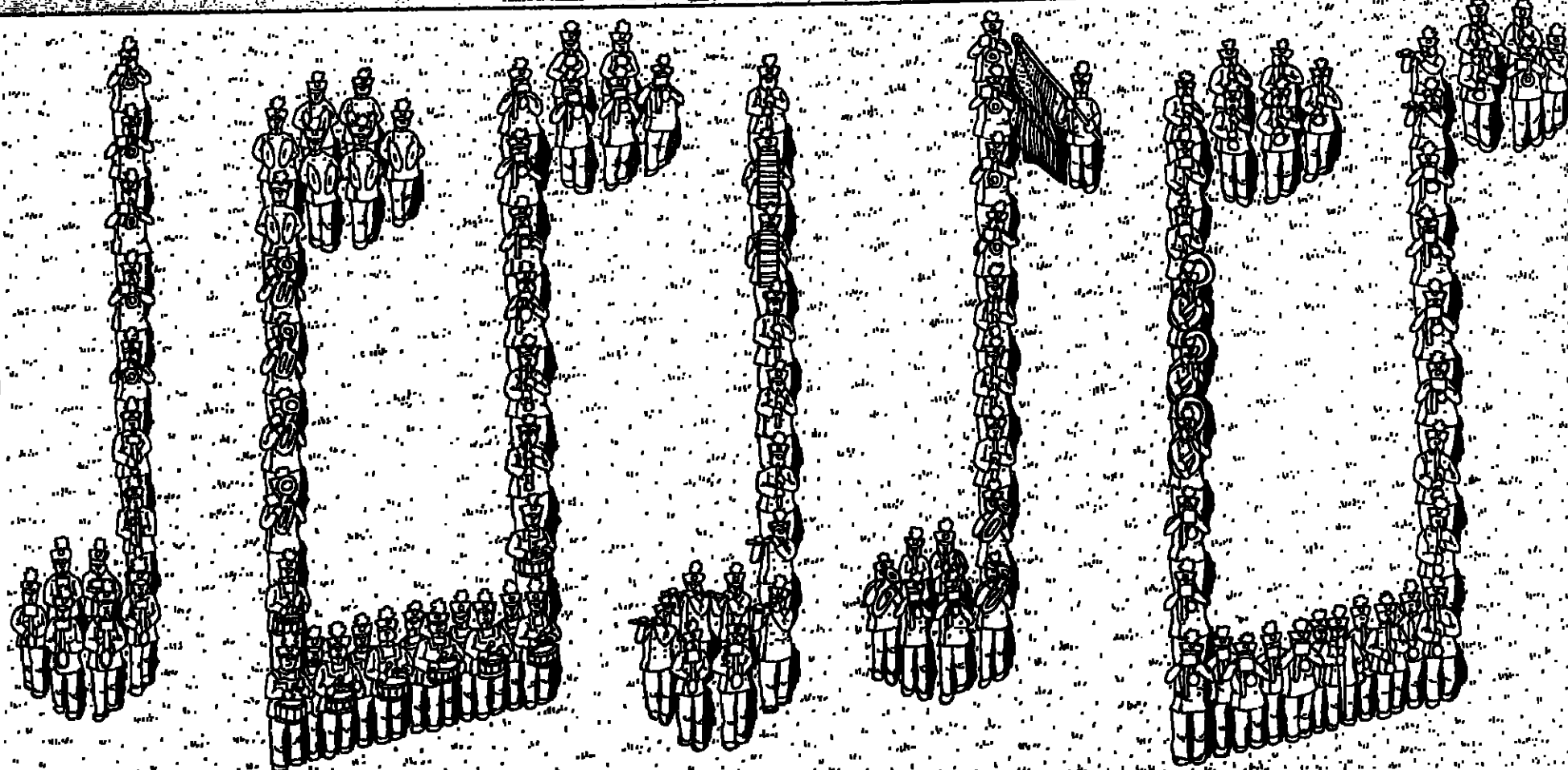


The Garrick's Dick Whittington, Christmas 1931



Off to Never Never Land; Peter Pan's flying lessons, Scala Theatre, 1956

Review



America the Beautiful

Phillip Davies Roberts follows the progress of the Indiana University Marching Band

"Has anybody got a large towel or rag?" The Indiana University Marching Hundred has just finished the first part of its daily practice (calisthenics, tune-up, the IU fight song), and its 280 members are taking a breather. It turns out that some dirty dog has smeared a thick coat of Vaseline all over the railings of band director Wilber T England's 20-foot-high podium. England points out how he or anyone else climbing up to the platform could grab hold of the railing for support, with grave, if not fatal, results. The band listens unmoved; the Vaseline glistens sleekly in the sun.

In the end no one owns up and practice is resumed. The players shuffle back on to the large stadium parking lot where they do most of their work. A few attempt to declare themselves *hors de combat* (sprained ankles? impacted kneecaps? incipient sunstroke?) but eventually most are ejected back into place. "Once more, gang," England pleads over his electric megaphone. "Remember: FEET on the BEAT!" This time they practise without the benefit of instruments, carrying out the marching routine while yelling their parts at the tops of their voices. It's not as loud as when they play, obviously, but there is still something quite intense and even disquieting in the sound of so many voices yelling martial music together.

Before the Los Angeles Olympics few people outside the US can have had any exposure to American-style marching bands. Now all that has changed: the All-American Marching Band, which performed there, was seen on television screens the world over. It was three or four lines (the size of an average university marching band) its members came from bands all over the country, including the Marching Hundred, but the kind of any marching band is the same: geometrical figures and outdoor designs formed by the players themselves while marching in complicated, interwoven, mass movements. The basic steps and other movements are the same for all marching bands. One looks for originality and excellence in the way these movements are combined; how the music is performed; and in the relation of the end designs, maps, letters, and other meaningful symbols to the music being played.

In the US, university marching bands have always been associated with collegiate football. This is largely because of the way the playing field, or "gridiron", is marked with parallel lines every five yards for the whole length of the field. These lines serve as handy points of reference for the band members. The parking lot where the Marching Hundred practise is painted with all the markings of a football field for this reason. Actually, the lines are not strictly necessary,

players may simply "count off" one another, working out their movements in a relative kind of way by using each other as points of reference. Of course, a strategically-placed mark or two would always be a help. (A few such marks were visible at the Olympics opening, where the marching band had to perform without the benefit of the familiar grid.)

The first-yard units of football present a problem, however: the average person's step is about 27 inches, a span which does not fit evenly into 5 yards. So one of the first things band recruits have to learn is how to execute a "short step" of exactly 22½ inches (or 8 steps every 3 yards) and a "long step" of 30 inches (6 steps every 5 yards). Furthermore, the distance from one side of the field to the other is 53½ yards, so when proceeding in this direction marchers must make every fourth step a little short to make things work out.

The Marching Hundred's work for the year is concentrated in the autumn semester, which coincides with the football season. In the steamy dog-days of August, before most students return, a two-week band "camp" is held at which players are drilled in small groups until they are able to march and take direction competently. This is just the beginning. According to England it takes up to four years in the band before a player can appreciate the larger aspects of the whole thing, and is able to create new shows and direct them. Few attain such heights: most band members do not stay more than two years. It is hard, hot work. I knew someone who used to be in a marching band, and, according to her, the lot of a galley-slave would have been preferable. To make matters worse, many players, especially clarinetists, run the risk of jacking their mouths permanently out of shape, making it impossible for them to play their instruments properly again.

The instruments of the Marching Hundred are much the same as those of any brass-and-woodwind band; though there are a few exceptions. One of these is the "tup-tom", a massive set of tuneable tom-toms worn round the neck by means of a harness, and invariably played by male giants. Visually most striking are the sousaphones, tubas which are coiled round the body and over the shoulder for portability while marching. The contrabass, or euphonium, which outnumber the other instruments, often has more to do with the visual effect desired than with the music because their tone is relatively non-directional and weak, they tend to be deployed to fill out a line of a block without much attention

being given to their placing relative to other instruments. Clarinet and flute players also have to suffer the indignity of cutting the fingertips out of their white uniform gloves so they can cover the open holes of their instruments properly.

As Marching Hundred director, England is responsible for working out the music and movements for each show. Once this was a tedious job, taking many days. Now a computer program does the whole thing in a few hours, even printing out the necessary charts for the players. The band meets indoors to hear the whole thing explained, after which it's back to the parking lot. The band usually does eight new shows a year, and have from five to eight days to practise each one, so a lot of concentration is required.

This year, for the first time, the final run-through of each show is being held in the football stadium itself, with the public being admitted free of charge - a good idea for people who like marching bands but don't care for football. At the first of these public dress rehearsals of the year, I see I am not the only band freak in Bloomington: a good 500 others have shown up, though they are dwarfed by the size of the stadium, which can seat 100 times that number. We all sit on the west side where the expensive seats are. (As at Spanish bullfights, one pays more to sit where the sun isn't: the east side of a football stadium is for visitors and indigents.)

England opens the show by introducing the members of his staff, each being dutifully applauded by band and fans alike. He then explains that the band has had only four rehearsals for this show; moreover, many of its members are performing for the first time. He also explains that he may have to halt proceedings if anything goes wrong but he hopes nothing does (his last directed towards the field where the band awaits).

The presentation opens with the "pre-game" routine. A large block consisting solely of sousaphones and percussion march in from the end field, high-stepping to urgent drum-beats. The sousaphones are silent at this point, but oscillate from side to side in time to the beats. The effect is that of the advent of a mighty and menacing war-machine, with the silver sousaphone horns glinting in the sun like razor-edged battle-shields. The thunder of the drums reaches a climax then the rest of the band, in two blocks, march on from opposite sides of the field, playing the IU fight song ("Indiana, Our Indiana") fortissimo. The crowd is up on its feet and cheering. Then follow the alma mater song ("Hail to Old IU") and, finally, "The Star-Spangled

Banner". Then we all sit down.

The real show occurs at half-time. It seems amazing that the whole thing lasts no more than six minutes, which means that each of four numbers usually included takes up less than two minutes. This is fine when applied to pop music, but the truncation of such Marching Hundred favourites as Stravinsky's *Firebird*, Strauss's *Also Sprach Zarathustra*, or Holst's *Planets*, all familiar fare at the IU stadium, is undoubtedly offensive to musical purists. The music also comes off the loser when the band marches off in various directions at the same time, as it is: want to do; the balance of sound shifts so much that at times it's hard to keep track of the tune. In spite of this, the total impact is inevitably stunning.

Today the marchers are not wearing their familiar red and white bell-top-style uniforms but are in casual shorts and variously-coloured tee-shirts. The reason for this becomes clear as, to the tune of the 1984 Olympics march, they move into the five interlocked rings of the Olympic logo, each ring a different colour. The volume of sound is splendid, almost deafening, something that is to be heard to be believed. Other numbers follow, featuring baton-twirlers and a bevy of high-kicking coeds, and the show concludes with a display of US flags (waved by members of the band's all-female flag corps) while the band works itself into the shape of a giant stars-and-stripes, complete with flagpole, playing "America the Beautiful". The average American football fan, one assumes, is also something of a kneecracker patriot. Certainly the audience here today is more than enthusiastic - doubtless they'd be waving flags themselves if the management had provided them. To me (an alien), the militaristic component of the show is both thrilling and frightening - doubtless the intended effect.

Later in the afternoon I glimpse the band in the shady park across from the stadium, celebrating the end of band camp and the start of the football season. Spirits are high; there is much laughter and clapping, seemingly spontaneous. Nevertheless, even in play, the impression remains very much that of a group used to moving, acting, even thinking together. Towards the end of the party they have a tug-of-war. They are still wearing their coloured tee-shirts from the morning show, so the forming teams is easy. The green team is having a particularly hard time of it, slowly, exerting itself, gaining one yard then another, very much as in football itself. Suddenly, out of nowhere, the other team summons up a mighty heave, jerking the entire green team off their feet, sprawling them in one anarchistic heap of individualistic arms and legs. For some of the people in the pile at least it must have been a refreshing change.

Child of our time

Sir Michael Tippett is 80 this week.
John Miller celebrates his career

It is difficult to believe that one of the very first celebrations of 1985 will be Sir Michael Tippett's eightieth birthday on January 2. He wears his years so lightly, and has kept not just his slim figure and thick mop of greying hair but also his enormous zest for life and capacity for the most demanding work. In June 1984 he attended the European Premiere of his latest work at the Proms, the oratorio *The Mask of Time*, and he is now immersed in the early stages of a new composition which understandably he is reluctant to talk about yet.

With that exception, reticence is not a quality I associate with Sir Michael. I met him for the first time two days after the tremendous ovation he had received at the Albert Hall. This was almost the only gap in his busy schedule when he could take part in the TV series for the ITV network, *A Full Life*, in which Jill Colegrave talks to a variety of people who have distinguished themselves in their chosen profession.

We spent a most rewarding day at his Wiltshire home, where he talked of his unhappy childhood before he discovered the joys of music, his early struggles to have his musical aspirations taken seriously, and his distress at man's inhumanity to man which is reflected in his compositions, but which also led him into the Peace Pledge Union in 1940 and subsequently into prison. He refused to do the work prescribed for conscientious objectors, and the authorities refused to recognize his chosen alternative of

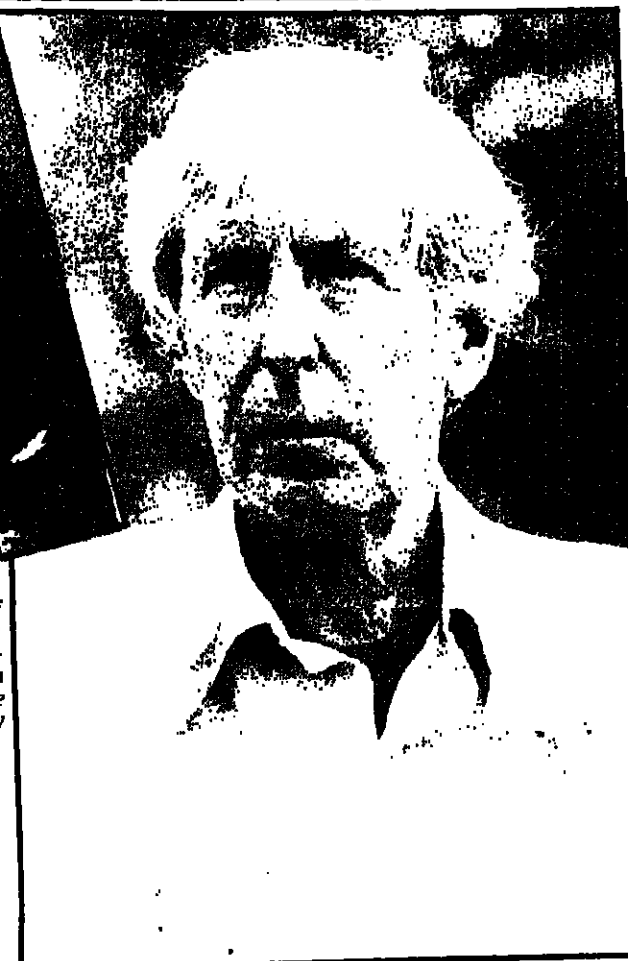
composing, teaching and directing musical performances, so in spite of the efforts of Vaughan Williams and others on his behalf at his trial he arrived at Wormwood Scrubs on June 21, 1943 to begin a three-month sentence. His reaction to that experience is a surprising one:

"The first night in prison I thought I'd come home because I belonged with the outcasts, I'd been through all hell, it was what *Child Of Our Time* was all about."

In that earlier oratorio he prophesies the havoc and social consequences of war, which he foresaw in 1938. The assassination of a German diplomat by a young Polish Jew had led to the worst Nazi pogroms in reprisal, and Tippett's horrified reaction had to be expressed through music. But not only through music, because this time he wrote his own libretto too. He first asked T S Eliot to write the words.

"So he then said 'Show me the structure, tell me how many exact words I have to write, what I'm to do'. So I tried it out for him and he very sensibly said 'Look, this is a simple thing, you've done it'. It was marvellous, I'll never forget it. He said 'I'll put any words in it they'll be so much better they'll stick out a mile'."

Portrait of the artist as a young man - and again more recently



The impact of *Child of Our Time* is as deep now as it was then. Sir Michael recently heard a performance of it in Japan.

"It was a very curious experience. A Japanese choir, 300 young people singing by heart in English and an enormous crowd of young people in the hall, up to 3,000. Deeply moving, so moving that the Japanese conductor was nearly in tears. He's a very nice man about 40 and, at the end of it all, he said 'I was born and lived in Hiroshima, but the day it happened I was sent out to see an auntie of mine in the country'."

Tippett's later work has become

more complex, and resembles that of his great masters, Shakespeare and Beethoven, in that he too expresses fundamental ideas about the universe and mankind in forms that demand considerable concentration by the listener, but in such a way that the final effect is both moving and inspiring. He feels himself that he could not have written *The Mask Of Time* any earlier in his life.

"The world is so diverse, therefore the moment you have to make one statement or one performance or ninety-five minutes of music or whatever it is, covering so much diversity of belief now or of experience, you have to have a consider-

able mastery to do it, you have to have lived a life I think before you could do it all."

He has certainly done that. He has taken music to unemployed ironstone miners in Yorkshire during the Depression, and to the poor of London's East End where he arranged for the Royal Arsenal Co-operative Society choirs to take food for the audience as well as their music. When adult education was suspended at the outbreak of the war his RACS choirs were disbanded. In 1940 the Principal of Morley College, Eva Hubback, invited Tippett to become director of music. For 11 years, interrupted by his prison sentence, he held that position, and transformed the musical life of Morley College, attracting a number of the major musical refugees from Hitler. These included the composer Matyas Seiber, the musicologist Walter Bergmann, the conductor Walter Goehr, and three string players who later formed the Amadeus Quartet with an English player. He also discovered the then unknown counter-tenor Alfred Deller in Canterbury Cathedral, and invited him to the college to sing the major solos in Purcell's *Odes*.

In 1951 he resigned to devote himself to composition, first of all to finish his opera *The Midsummer Marriage*. At its premiere at Covent Garden in 1955, some staging problems caused it to be dubbed at best a brilliant failure, a reputation that has since been redeemed. His second opera, *King Priam*, was much better received in 1962, and its revival by Kent Opera at the 1984 Canterbury Festival was a sell-out at every performance. He has produced two more operas, *The Knot Garden* and *The Ice Break*, piano sonatas, string quartets, and symphonies, and still feels he has a lot more music in him. His experimentation with techniques has sometimes met with audience-resistance in the United States, Australia, or Japan, where in recent years he has been lionized. But there would be few musicians in this country today who would deny him the title of our greatest living composer. On top of that he is one of the warmest, most dynamic and deeply sensitive people I have had the good fortune to meet. I look forward to celebrating his ninetieth birthday with much more music to his credit and our enjoyment.

Percy, Brian and Adie

Robin Buss previews the contemporary updating of a classic social documentary film

The Lambeth Boys BBC2, January 2, 3 and 4.

"Alford House is not a typical London youth club," warns a caption at the start of *We Are the Lambeth Boys*. Made in 1959 and sponsored by Ford of Britain (just as the Grierson films of the Thirties had been sponsored by bodies like the GPO), it differed from these earlier milestones in British documentary because it had no ambition to generalize: Alford House was a typical London youth club and its members were not typical of "the young generation". *Lambeth Boys* went on to win a prize at Tours, Karel Reisz to make *Saturday Night and Sunday Morning*. So, what happened to Percy, Brian and Adie?

The question is answered in the first of Rob Rohrer's films, on January 3. Twenty-five years later, the stars of *We Are the Lambeth Boys* have suffered the worst fate one would expect



Rob Rohrer filming "Today's Lambeth Boys" and, inset, Karel Reisz working on the original

from Reisz's original premise: one has been to jail, another is a company director ("I did not think that, as a boy from Lambeth, I would have what I've got today"). Adie, driving his fourth Mercedes, owns a chain of shops; Percy, after a long spell on the dole, cleans railway carriages. The untypical is, after all, characteristic of human experience.

They meet in the clubroom where Reisz filmed them. The institution survives and in the third film Rohrer answers the other obvious question, allowing the Lambeth Boys (and Girls) of 1984 to talk about their lives and their opinions. The differences, as well as the similarities, are not entirely unexpected. In 1959, for the mainly white inhabitants of Lambeth, there was plenty of work: the boys played football and the girls did painting; they met, spasmodically, on the dance floor, all swirling skirts and slicked-back hair. Outside there were still shams and bomboms.

Today, their counterparts of both sexes are perhaps more articulate, certainly more assertive and more cynical. They have the same interest in each other and in clothes, crime and cars. Looking back, the original *Lambeth Boys* reflect on changes: "I think you're seeing things with a degree of nostalgia."

There is more than one sense in which Rob Rohrer's film could not have been made without Karel Reisz's. The commentary to *We Are the Lambeth Boys* sounds dated and patronising precisely because, in other respects, the film broke new ground. Criticised at the time for its lack of analysis, it let the participants speak for themselves and the message conveyed, then or now, by those words and images, is for the viewer, to unravel. Reisz was helping to create documentary techniques which we have learned, through television, to take for granted. *The Lambeth Boys* is a respectful and worthy tribute.

Truth from a tee-shirt

Taking the Lid Off. Central Television, December 18.

"Kids have rights too" claimed the dancing boy's tee-shirt as the final credits rolled on Nigel Evan's hour-long film, *Taking the Lid Off*. And the producer/director certainly allowed the children associated with him in making the film one right thing: peers seldom have - to speak for themselves and dignified people ("If you show your feelings and people call you stupid, you keep quiet"). They spoke of their abusing and drunken parents with a distanced compassion, infinitely more eloquent than the child abuse "experts" who were so refreshingly absent from the film.

At a Catholic Children's Society "Familymakers" Unit, care workers demonstrated that the lid they were attempting to take off was the abused child's understandable reluctance to trust and to accept loving and caring. The message was played out with the loving and caring, and a plastic beaker child with an inappropriately clear plastic lid. In fact the whole game, and especially the empty vessel, seemed a little inaccurate and insulting in contrast with the child spokespeople.

(And where was that bowl for refilling the jug - certainly not the local social services department?). Lighted candles in a sanctuary were also used to depict family break-up and changing relationships: is it the adults or the children who find the need for these incentives for straight talking?

"Petra - what's important is that we all have the same rights," says Jeanette

Roberts addresses a particularly forlorn member of her remarkable extended family of 18 fostered and adopted children. It was a laudable sentiment, and probably true in her own context which appeared to be an ideal place for children to live in being demonstration that "family" can have many different successful shapes and sizes. It is a place full of straight talking - not only from Jeanette Roberts but between young people too.

Children certainly need the right to speak and to be taken seriously and to edit films for themselves, to redress the balance on all those adults who speak about and "for" them, and so frequently abuse and oppress and silence them.

But they need other rights too: in the context of child abuse they need equal legal protection from assault - at the moment they are the only people who can legally be beaten, by parents, substitute parents and teachers. In care, they need other positive rights in relation to their local authority and social worker parents: rights to know about their background (the openness displayed by adults in this film remains exceptional); rights to see what others write about them in their files (only last week another young person in care was charged with the "criminal" offence of stealing his own file and to control what such information is used for; they also need the right to attend the social services meetings which make such basic decisions as who they are to live with and where. They need respected rights to consent or refuse to consent to the "treatment" thought to be in their interests, etc. etc.

Kids need rights too.

Peter Newell

2013.12.20

ARTS

Lingo a Christmas competition

This is the fifth year of our six-part competition - with book tokens worth £200 as prizes - open to all readers of *The TES*.

The competition will run until January 4, whereafter entries for all six parts must be submitted, on one sheet of paper, to Linda Bartlett, LINGO Competition, *The TES*, Priory House, St John's Lane, London EC1M 4BX. The closing date is January 18.

Part 5 Definitions

The writing of good dictionary entries calls for a variety of skills. Precise accuracy is the first virtue, followed by the knack of composing definitions that are neither over-restrictive nor too general. Then there are the more specialized skills of describing pronunciation and etymology. You are invited to practice your skills on the following.

Pick two of the following (imaginary) words and decide what they might mean and how they might be used. Then write a model dictionary entry for each word of your choice, complete with pronunciation, etymology, and definition or definitions, adding restrictive or warning style labels or field labels if appropriate.

brocklewit	repline
robolulate	amplular
glachly	frange
chrasil	encrastic
fripe	miscuse

Dashing

Magna Market
Marple Ridge High School, Stockport

Director and drama teacher, Jim Capewell has improvised and evolved this new musical with over 30 pupils, believing their ideas and feelings matter as much as those of "supposedly great playwrights". It's uncertain whom he would regard as supposedly great, but it can hardly by anyone create as loosely-strung and conventionally wise a piece as this.

Fortunately, there's more to drama than ideas, and the story of wimp turned wonderboy Barry is told with a relish and inventiveness that is rarely indulgent and has much more of dash than of slapdash about it.

The supermarket of the title makes only brief appearances as an image of selfishness with its Mephistophelian manager. Elsewhere we meet the torments of teenage life at home and school. Posters, body-poppers, and video games litter the play with humorous topicality and the music and lyrics of teachers Tony Cassidy and Ian Goodall keep up the excitement and high energy of the best parts in this show.

I suspect, if the originators of *Magna Market* want to see its life extended, they could create a stronger, better integrated evening by becoming more ruthless with their material. They could hardly have hoped for a stronger performance than Russell Hobson gave as Barry. Kathryn Stafford was also very impressive as good-time girlfriend Sally, while virtue and evil came over respectively in Heather Dougan's god-hearted Heather and Joe Kilroy's Magna Market Manager. And there was not a single person on stage who did not generate involvement in their project.

Timothy Ramsden

Next week

Henry Meyric Hughes discusses a new report on arts funding in Western Europe; Edward Blishen reviews a study of the art of autobiography; Robin Buss evaluates the major companies' television offerings for Christmas

Gone with the Wiz

In our second round-up of school productions, Marion Glastonbury surveys the Bristol area

Brecht observed that, when children act, we are not even momentarily fooled by their borrowed persona. This absence of illusion keeps audiences alert, and impart to the production what Brecht called an "epic quality whereby incident and character are stripped of familiarity so as to "create wonderment and curiosity".

Such sensations are not new to those who have spent five incredulous years watching the transformations of their offspring between birth and school age; parents expect to be astonished and are seldom disappointed. But what they marvel at may be Brechtian incongruity - a son disguised as a dame - or the ironic foreshadowing of some future event: doom, conflict or celebration. It may even be an affinity between the player and the part, as we recognize in the casting of our kin some distinctive trait more appreciated in art than in life: the imperiousness of a king, the nuances of a conspirator, the mercurial energy of Puck.

Traditional pantomime flourishes at Christ Church Junior School, Downend, where 100 pupils participated in this year's double bill, foot counting stage managers, recorder players and two choirs. In *Gone with the Wiz*, a theatrical rendering of a challenging radio music series, Egbert the peasant cures the giggles of one princess and wins the hand of another by hoodwinking a coven of superwitches. And reinvigorating a rival band of ineffectual wizards. This feat followed a

performance by seven and eight-year-olds of *Mother Goose* in a rhyming version written by the headmaster, full of local colour, topical reference, ingenious costumes and songs which were popular when my grand parents were babies. As it happens, the repulsive-ness of granies supplies the momentum of the plot. Mother Goose, an ageing widow, courted for her money by Squire Skinfint, is mocked and plied for her beaky appearance and then condemned for striving to change it. "You horror comic!" yells the Demon Punk "you'll never get a husband!" Rows of little girls, sitting cross legged in mob caps and white aprons, listened earnestly. A penny for your thoughts.

Themes of gender and generations persist in *Peter Pan*, that outrageous fantasy of the Edwardian nursery, in which the freedom of boyhood, endlessly prolonged, required girls to start mothering and home-making in infancy. The lower forms of Haysfield Comprehensive in Bath (where single sex schools predominate at secondary level) tackled the time honoured adventures of the Never Never Land with great verve and panache: orphans, pirates, redskins, mermaids, fairies, animals and all. "One girl is more use than 20 boys" Peter tells Wendy, and patriarchy is cheerfully satirized throughout. Peter's own imperial title "Great White Father" is as ludicrous in its way as Captain Hook's sabre rattling and Mr Darling's pompous attempts at domestic dicta-

torship.

Teachers joined senior pupils in a lively production of *Gyps and Dolls* at Monks Park Comprehensive where their imposing stage presence, on both the right and wrong sides of the law, suggested years of foreign vigilance in classroom and corridor. Against a back cloth of New Year sky scrapers markedly reminiscent of Bristol's own tower blocks, Nathan Detroit seeks a venue for his floating crap game while Miss Adelaide and the Hot Box chorus dream of settling down. Meanwhile, fresh faced salvationists exhort sinners to cast aside the bottle and the dice, proving, with the aid of a versatile organ and percussion duo, that the devil has no monopoly of Frank Loeser's wild tunes.

School presentations of Shakespeare hereabouts are no longer the sedate, dutiful occasions of distant memory. In a sparkling production of a *Midsummer Nights Dream* at Badminton School, Bottom's company cavorted in a circus ring, the lovers were bright young things in the garb of the twenties, and iridescent fairies danced to music, by turn lyrical, stately and skittish, composed and conducted by Christopher Francis.

Spectacular lighting and swirling mists replaced curtains and sets in *Romeo and Juliet* at the Cathedral School, where Mercutio swung from scaffolding in imitation of Queen Mary, and sparks were struck from swords during terrifyingly convincing fight scenes.

Sore throats are the bane of these seasonal productions but no apology was ever less deserved than that which preceded the impressive premier of David Selwyn's fourth opera *Beauty and the Beast* at Bristol Grammar School on December 12. In this version of the story, (described by the Opies as "the most intellectually satisfying of our fairy tales") the heroine has mischievous brothers instead of jealous sisters. At a coming of age party for the eldest, a charade conjures up a vision of the desolate Beast (magnificently sung by Andrew Shore of Kent Opera) in a cleverly contrived climax that lends excitement to a work which is otherwise richer in symbolism than in surprises.

The imaginative sources of drama were movingly explored in an improvisation session with teenagers at Florence Brown Special School Knowle West. Evoking the experience of travellers in France and Russia, individuals emerged from behind Christmas trees to impersonate Pere and Noel and Babushka, crumpling through snow, following the Magi, riding in a sleigh, and responding to questions put to them by television interviewers. "Aren't you singing?" asked the boy next to me, striking his chime bar, as the room resounded with carols that Clive Simmons, a Dartington student, had written in collaboration with the group. "We are going to tell the whole world to stop their fighting. We are going to tell the world that what we need is peace."

Vehicles for stars

Nellie and Albert.
Stantonbury Youth Theatre, Bucks.
The Phantom Tollbooth
Chelmer Institute of Higher Education, Essex.

Stantonbury Campus, a couple of miles across the muddy acres from central Milton Keynes, houses both the city's living Archives Project and the Stantonbury Youth Theatre, *Nellie and Albert*, a double bill of short documentary plays, was the result of sensible and successful collaboration between the two.

Both plays were based on the lives of local people. The very personal diaries of Nellie Abbey who worked in a sewing room before the First World War provided material for the first. There were Sunday trips to local churches, bicycle rides, fraught encounters with men and high jinks at the Stantonbury Girls' Club. Fun though such larks must have been at the time, however, 70 years on they did not quite

amount to drama. Nellie was obviously a very resourceful woman, but hardly a Hedda Gabler.

The second play, *Your Loving Brother Albert*, was rather more successful. Adapted from letters sent home from the trenches by 16-year-old Albert French, it did not pretend to be much more than a monologue. And, such was the poignancy of the lad's description of training and then life at the front, it did not need to be. A moving piece, and no surprise at all to learn that an adaptation was broadcast on Radio 4 a few years ago.

Also in the business of adapting written material for the stage was students in the Faculty of Education at the Chelmer Institute of Higher Education, Essex. They took as their text Norton Juster's book *The Phantom Tollbooth* and converted it into a children's play. Although the children in the audience loved every moment of the pantomime which resulted, to adult ears recitations of the book's language seldom soon became wearisome. Sadly, that meant that schoolboy Milo's journey from Dimontopolis to the Number Nine at Dignopolis seemed a very long one indeed.

Ditching all thoughts of relevance and such-like unseasonable virtues, King James's College had thrown everything it had into a dazzling production of *Once in a Lifetime*.

With frequent borrowings from the *YCS*, a lively production of a few years ago, this dwarfed Henley's lovely Kenton Theatre. There were dancing girls, tap routines, good costumes and a succession of effective sets. Some might disagree with the Principal's comment that the Hart and Kaufman classic is flatterly written; none, however, could dispute that it made a wonderful vehicle for an able cast of more than 60.

Too late for this year, but producers seeking something equally entertaining for next might get an idea or two from a new recording of *Dracula* and *Sweeney Todd*, a couple of short, rumbustious Victorian melodramas especially written for schools by Carey Blyton. The record (Meridian M44002) gives them rousing performances and - obviously with an eye on more than casual sales - comes complete with a piano score.

Hugh David

Indian flavour

Mil Ki Gadi (The Little Clay Car),
Tara Arts Group

What's surprising about Tara's new touring show is its sophistication. Complete fit with anything Medieval and British (it was written in the eighth century) and it comes off rather well. Like early British drama, Indian drama's roots are firmly religious - this play, with its comic thieves, exotic romance and political sub plot is an exception.

Punctuated by dance and song, and accompanied throughout by music provided by virtuoso multi-instrumentalist Bauli Srivastava, *Mil Ki Gadi*'s plot revolves round some stolen jewels and a disgraced nobleman's love for a Courtesan, Vasantaseena. Vasantaseena is also the object of passion of the King's brother in law. In the background, the rumour of a peasant becoming king is avidly discussed. The effect of the whole thing is anti-caste system. It ends with the nobleman's trial. One gets the impression that Bertolt Brecht would have approved.

The whole piece is choreographed (by Shobana Jeyasingh) in authentic Indian classic performance style. It takes a little getting used to, but adds to the flavour. Every so often (while we're on the subject of flavour) one of the lovers describes Vasantaseena in terms of food. It sounds surprisingly like the menu from a North Indian Restaurant, and jerks the audience back into the twentieth century.

There's also a good deal of Indian piquancy about the humour of the piece, particularly when it's directed at the upper orders.

There's only one problem about the production, and that, unfortunately is its length. At two and a half hours, its content doesn't justify it.

However, the end is worth waiting for. The peasant is enthroned, the nobleman re-instated after a sham trial. To complete the happy ending, he asks the beautiful courtesan to marry him. She says yes. Unfortunately, the nobleman's first wife (who we've forgotten in all the commotion) says no.

Nick Baker

Through a poet's eyes

The South Country. By Edward
Thomas.
Hutchinson £6.95. 0 09 1532507.

This is unmistakably the work of a poet, and no one wanting a guided tour through the south country will find much use for it. On the other hand, a traveller who wanders at random, as Edward Thomas did, may find his eyes opened so that he sees many things he might otherwise have missed, even though his route does not touch at any point on that of the poet.

The minutely accurate and detailed observation of Jiffries or Lawreese is not found here, but there are descriptions of places, incidents and people that are evocative of the mostly softer English counties and excite the poet's English touch of sentimentality.

It is worth reading this book for what it reveals of Edward Thomas as he grew to stature as a poet as much as for itself.

Katya Watter

BMEY

British Music Education Yearbook
1984. Edited by Marianne Barton.
Rheingold Publishing Ltd £7.50.

There can have been few people in music education who did not feel

depressed when, in 1976, the *Music Education Handbook* was published, sold out and was never reprinted. Its demise was in part compensated for by the *British Music Yearbook*, but for an indecent length of time there has been no central directory listing, for example, the music advisory service or the entrance requirements of the various music colleges. Now Rheingold, the publishers of *Classical Music Magazine* and the *British Music Yearbook*, have taken up the challenge and produced a reference book which music education can call its own.

Even more informative than its predecessor, the *BMEY* includes not simply names of associations but their secretaries too; not just music advisers but also advisory teachers; examinations and details of papers; colleges and conservatoires, plus their entrance requirements and a comparison of the courses on offer; resource centres, as well as information on the materials they hold. There are state schools, chorale schools and independent schools (a surprising 30 pages of these); amateur choirs, amateur operas, concessions, competitions and computer centres. Teachers will find helpful the names of performers in education, and the services they provide for schools. A complete list of publishers' addresses is not given. Although this can be found in the *British Music Yearbook*, it would have been useful to include here the names of small firms, individuals and local centres producing materials for schools.

On a random check I was unable to find a Shell Music Scholarships (although there is a full section on music grants and scholarships). BBC Young Musician of the Year, and most surprisingly, the National Festival of Music for Youth. A mention of photocopying, and how to set about obtaining out of print music would have been useful, as would a fuller index, which might have helped in tracking down the aforementioned items.

It is all too easy to scrutinize such publications for omissions. The *BMEY* is a thoughtfully compiled, indispensable reference book for everyone with a professional, amateur or simply recreational interest in music. Let us hope we can now discard our old copies of the *Music Education Handbook* with impunity.

Philippa Davidson

BOOKS

Bedside laughter

Paddy Kitchen and Dulan Barber share the onerous task of sifting this year's funny books

The Marsh-Marlowe Letters. Edited by Brown Craig Brown.
Heinemann £6.95. 0 434 08885 4.

The Best of Modern Humour. Edited by Mordecai Richler.
Penguin £6.95. 0 14 00 7261 6.

Pick of Punch. Edited by Alan Coren.
Hutchinson £8.50. 0 09 158790 5.

Nature Made Ridiculously Simple. By Miles Kingston.
Penguin £1.95. 0 14 007258 6.

Dr Fegg's Encyclopedia of All World Knowledge. By Terry Jones and Michael Palin.
Methuen £9.99. 0 413 56940 3.

The Cynic's Lexicon: A Dictionary of Amoral Advice. By Jonathan Green.
Routledge & Kegan Paul £5.95. 0 7102 1409 4.

Fifty Glorious Years: Margaret Hilda Thatcher - A Festive Tribute. By John Wells.
Penguin £2.95. 0 14 00 7459 7.

Christmas carols of humorous books are probably made by literary editors to keep Max Beerhohn's Maxim's place secure in the dictionaries of quotations - "Humour undiluted is the most depressing of all phenomena". So on the principle that jokes shared might be depressions doubled, we divided the books between us and wrote as a pair of "I's" not a monolithic "we". Only Craig Brown's spoof elicited the kind of laughter that led to the best bits being read aloud.

Sir Harvey Marlowe, min of letters, is given to lecturing on "Horse Imagery in the Works of Anna Sewall" and is busily editing the letters of George Weidenfeld. In his apparently many spare moments he conducts a lively correspondence with his old schoolmaster, the eruditely dotty Gerald Marsh who fulminates against Proust, compiles an unreadable ms. sub-titled "A Collection of Catchphrases and Gaffes from the Golden Age of the Music Hall" and gleefully snags up every tittle of gossip from the Garrick Club passed on by his more worldly erstwhile pupil.

The model is obvious, the jokes frequently sublime. I find irresistible the possibility of *The Sm Beckett Cookbook* (what else from the author of *Sinful Days*?), am fascinated to learn that Archana Stassinopoulos is really Anna Lous; delight in the doings and wisdom of one Kahill Karmen and await eagerly the publication of Clive James' correspondence with Mother Teresa of Calcutta.

But...but...but... Towards the end the effort of keeping up the excellent stream of jokes begins to show (perhaps not a book to be read straight through) and its very insularity to irk a little. Indeed, hugely enjoyable though it is, this is

definitely too much of an "in-joke" to appeal to Mr and Mrs Joe Bookbuyer, to quote Marsh's snuivriquet.

Any anthology of humorous writing is bound to be a curate's egg. *The Best of Modern*... therefore, contains a predictable number of saucers for goose and gander but often placed on the same table as another man's poison. You take your pick and Mordecai Richler has certainly provided rich pickings from Runyon and Waugh to Woody Allen and Lisa Alther. There is a strong vein of Jewish humour running through which reflects the number of brilliant Jewish humorists rather than any bias on Mr Richler's part. Anyway, for me, it is wonderful to encounter Leo Rosten again and to meet Dan Greenberg's *How to be a Jewish Mother* for the first time. Such is the advantage of a good anthology.

There is surely something here for all tastes except for those who, like me, have re-read Dorothy Parker and still do find her very funny. But, to be fair, she gets more than an honourable mention in Mr Richler's economical, informative and intelligent Foreword. The ideal bedside book which should last the year round.

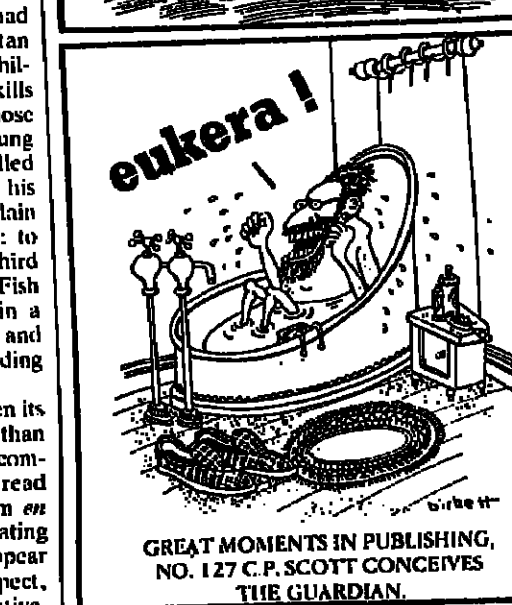
For the occupier of the other side of the bed, *Pick of Punch* might last through to twelfth night. It has the feel and look (and smell) of a Christmas annual, and stalwarts such as Boothroyd, Waterhouse, Marshall and Jennings would amply counterpoint the seasonal farrago of blowout, wassail, mistletoe and joy. In fact Boothroyd has a good piece on blowouts, or rather the foodies who consume them. "We have people in who can recite the forty-two meals they ate in Provence in 1976, though with the occasional dash, as when reminiscing spouses, on whether it was Roquefort or Draguignan where they had the goat's brains in rook soup."

Monsieur Miles Kingston is plucked five times from *Punch*, the first time going appropriately "A la Recherche d'un Turkey". Those who would like to read Monsieur all the year round in the open air as well as propped against the unmarred walls they do their Portolito, must pop *Nature Made Ridiculously Simple* into their hiking shorts. It's the buckshot to the identification craze started by Kiehl Martin, and in it he manages to reduce the types of flower to 10, under "Basic Clouds", "Wordsworth Clouds" are singled out as odd because lonely, "clouds are normally very gregarious." "Occasionally it is a vague cloud looking for someone to rain on. I must say, if I looked down and saw an old poet mooning over some daffodils, I'd be very tempted."

Formerly published as *The Nasty Book* according to the title page, *Dr Fegg's Encyclopedia* (wholly revised) certainly is very nasty. His



From, respectively, Dr Fegg's Encyclopedia of All World Knowledge, Nature Made Ridiculously Simple and Pick of Punch



GREAT MOMENTS IN PUBLISHING, No. 127 C.P. SCOTT CONCEIVES THE GUARDIAN.

Breaking loose

Brian Alderson on a major children's book exhibition at Oldenburg on 'Escape and Adventure'

at all points eastward up to the Urals. Visitors to the exhibition, however, do not have to puzzle over these unaided, since the whole display has been described and subjected to closely detailed comment in a remarkable catalogue. This document not only gives full references for all the books and magazines on display, with many illustrations; it also contains 10 essays which discuss the significance of the various groupings of books within the exhibition, and which include contributions (in German) from three English authorities: Kevin Carpenter on "The Never-ending Robinson", Louis James on "Blood and Thunder" and Dennis Butts on "The English Adventure Story from Marryat to Heintz".

Kevin Carpenter, who is a Lektor in the English Department at Oldenburg University, was, with Bernd Steinbrink, the organizing genius behind the exhibition (just as he was for an equally fine display that reached the Museum of Childhood in London last year as "Peany Dreadful and Comic"). He owes his opportunity to the fact that his University Library has one of the largest collections of English books



Die Pilger der Wildnis, by Johannes Scherr. Cover for a children's edition c1935 of a novel in the Fenimore Cooper tradition first published in 1853

Oldenburg doesn't leave it at that. For simultaneously with annual scholarly exhibitions like this one in the City Library there also takes place an autumn Children's Book Fair held at a local school under the auspices of the University Library. This set before the citizens of Oldenburg and, later, of several neighbouring towns a large classified display of new children's books. (Added publicity is provided through the award of a couple of annual prizes for what are deemed to be notable first books by new authors and illustrators.)

When I visited the Fair last month I was struck by one or two features which seemed to me to be not entirely irrelevant to ourselves, following the National Book League's killing-off and subsequent resurrection of the Children's Books of the Year event. First was the conjunction between an essentially historical and an essentially contemporary exhibition, which aided one's sense of perspective. Second was the cheerful inclusiveness of the Fair - with no attempt to select, and produce simple-minded annotations for, a mere 300 "chosen" items. Third was the enthusiasm with which hordes of children and their parents greeted the Fair: reading, noting, talking about the books with much fervour. Oldenburg is a town about the size of Ipswich. Would the same thing have happened there?

Ausbruch und Abenteuer: deutsche und englische Abenteuer-literatur von Robinson bis Winnetou. Edited by Kevin Carpenter and Bernd Steinbrink. University of Oldenburg Library 3 8142 0103 5.

Kevin Carpenter has also written a study (in English) of one of the central subjects of the exhibition: *Desert Isles and Pirate Islands in nineteenth century juvenile fiction; a survey and bibliography.* Frankfurt, Peter Lang (Studium zur Germanistik und Anglistik) 7 32045279. 1977/10.

BOOKS

Chasing reality

Arthur Ransome and Captain Flint's Trunk. By Christina Hardyment. Cape £7.50, 0 244 0289 J.

One of this reviewer's most felicitous first encounters was his introduction to the original Roger Walker of *Swallows and Amazons*. It was on the shores of Coniston Water, not far from Swainson's farm, and Roger - in real life Dr Altounyan, a distinguished expert in allergies - was at that moment bending over a sailing dinghy, which may well have been the real, original "Swallow" of the Ransome books. Or so I would guess after reading Ms Hardyment's obsessively researched inquiry into the actuality of the people, places and events of Ransome's stories. As Ransome once remarked, "every single place in those books exists somewhere".

Ms Hardyment has tracked them all down: though Ransome, in the tradition of Wordsworth and the early "picturesque" Lake painters, was apt to juggle topography somewhat. Thus Wild Cat Island is an amalgam of Peel Island in Coniston Water and Blakenham in Windermere. Of the two Peel Island is the likeliest to Wild Cat, but disappointingly close to the shore (I once swam out to it, and might almost have waded).

Even the barn in "Winter Holiday", and the square-and-diamond code used for signalling messages, has its basis in reality (the telephoneless Ransomes used it for communicating with a neighbour). More interestingly, Ms Hardyment establishes that practically all the events, if not the adventures, were founded upon actual happenings, either to Ransome himself or the various families of children on whom he based his characters. The germ of "We Didn't Mean To Go To Sea" was Ransome's experience as a young man of drifting out to sea with a dragged anchor. But the frightening night voyage to Holland in a seven-ton cutter was deliberately undertaken to provide an accurate background for the tale before he wrote it. One of the fascinations of Ransome's books is their accuracy - you can learn to sail from them; and indeed I myself, while a greenhorn, made the tricky voyage down the Bure from Wroxham to Yarmouth and on to Burgh St Peter by following the directions provided in "Coot Club".

Similar carefulness of detail characterises more fanciful yarns like "Peter Duck" and "Great Northern". The first based on E. F. Knight's narrative of a real treasure-hunt, "The Cruise of the Alert", while the latter owes much to the enthusiasm of the ornithologist Myles North and to Ransome's preliminary reconnaissance of its terrain, the Isle of Lewis. Most likely as the stories are in matters of practical detail and narrative pull, I've never quite been able to stomach all those well-mannered children, or believe their make-believe. My heart went out to Ms Hardyment's own offspring accompanying their mother in her quest for Swallowdale over a swampy moor west of Coniston:

I pointed up a steep hillside. Mummy resulted. "The Swallows and Amazons ran across this moor two or three times a day," I argued. "We aren't Swallows and Amazons," said Daisy firmly. "We're real children, not storybook ones."

David Wright

Grandmothers of Europe: The Crowned Descendants of Queen Victoria. By The Aronson. (John Murray £6.95, 0 195 4139 5.) A colour painting, reproduced here, showing Queen Victoria in Golden Jubilee year, surrounded by her swarming family, has all the appearance of a stunner. It is not. That this isn't a caricature of royal relationships didn't ultimately mean much in terms of international solidarity was demonstrated by war's outbreak in 1914. The Aronsons' comprehensive run-down on the relevant dynasties combines a crisp narrative with a prodigality of reliable info. First published in 1973, it's well worth reprinting.

Martin Fegan



Olivier as Heathcliff in *Wuthering Heights* - from Laurence Olivier, by Melvyn Bragg (Hutchinson £12.50), a lavish photographic record of Olivier's career, highlighting his greatest roles on stage, film, and television. Bragg's text - biographical essays dividing the life into five Acts with Prologue and Epilogue - suggests a complex, ambitious, frightened man. Always acting, Olivier's secret self remains impenetrable.

'The whole ridiculous business'

Families and How to Survive Them. By Robin Skynner and John Cleese. Methuen £3.50.

I've often wondered why people who write about child care and families feel the need to talk down to their readers. What are they getting out of it that they won't come clean on? Thanks to this book, although it initially does the same thing, I now understand. The first reason is that the hidden agenda of such books is that they're addressed to the "baby within the parent", to try to calm it down, and the second is, as John Cleese points out here in a flash of Basil Fawlty that keeps popping up uninvited, that the wider the readership the authors can appeal to, the more royalties they get. People who want to read books about what to do with families and children are in need of soothing clarity, of things repeated in simple words and with impenetrable confidence, and the nearer you can approach that perfect pitch, the nearer you get to outselling the Bible.

One of the many insights offered by Robin Skynner, Cleese's erstwhile therapist, in his dialogues with Cleese as Everyman, interjecting comments like "very glib, Doctor, very glib" is that of the "baby within". Mothers who haven't been sufficiently attended to in their own growing up, or who don't look after their own legitimate needs enough, have a baby inside them which is yelling for attention and Skynner suggests that their real babies are invariably the "difficult" ones because "the baby screaming inside the cot is the mirror image of the baby screaming inside". It won't comfort the mother with the screaming baby to hear that at all, but it's immaculately argued, and to feel the way out of the predicament is shown.

The dialogues reveal families as systems that sometimes work for the health of their members, but more often than not block them or frustrate them in some way. Families is like an Ordnance Survey map, enabling us to understand and explore by providing a comprehensive knowledge of the terrain and the inspired symbols. There is the "secret" that most of us hide things behind, things like anger and jealousy, things that families conspire to deny the existence of because they cannot cope with the consequences or with the self-knowledge implied, and because they are anxious to appear near-perfect. So the muddle, unresolved, is hidden away behind a screen. When we fall in love, we tend to gravitate naturally to people whose families put up similar screens in similar places - both because it's easier to keep going on with the same conspiracy, and because there is also the *fission* of seeing that the person has something behind the screen which is

forbidden to you. They also do the window-dressing specifically to attract just your kind of sucker. A worst-case example of that kind of marriage is in *Who's Afraid of Virginia Woolf?*, where George and Martha have both erected a brittle screen over their child-like need for affection, and so constantly rage and taunt each other for the lack of it. Nora and her husband in *The Doll's House* are another example, as North lives a travesty of dependence in order to maintain the conspiracy of her husband's strength and grown-up-ness and to opt out of her own independence.

Other families play "pass the parcel" with bad feelings, or scapegoat one member to avoid facing uncomfortable truths. This is where the "shrink" may need to come in. Skynner points out that the word comes from "head-shrinker" and that that's very often what he's in business for, getting someone's idea of themselves down to scale so that he fits in with the rest of the map and is then free to explore it and use it. "As our swollen heads get smaller... as people we grow." The analyst is also seen as a "suffled rabbit" or security blanket, an inert but constant, familiar and supportive object that acts as a transitional touchstone of safety whilst the patient catches up on a stage of development that's been denied, and can face being alone, or "all-one", complete in himself. Real teddy bears, Skynner proves, are valuable items, and one's left in no doubt by the end of this book that a teddy-stuffed is something most families shouldn't be without, at least (Fawlty will be gratified to hear) in the form of this book.

The section Paranoia and Politics could be usefully xeroxed and made required reading by everyone who's about to be of an age to vote, and plastered across the wall of anyone who actually has political power. The workings of screens and window-dressing are laid out to show how, unless it's recognized, paranoia is almost endemic to politics (and indeed our whole two-party system is a pragmatic embodiment of a potentially immobilizing Paranoia and Judy show). As for dictators like Hitler and others who, to home, Skynner shows just how simple the process of power corrupting is, because the power-holder is "bound" increasingly to lose contact with reality because he won't be getting the frustration he needs to define his boundaries - the vital process that the initially "omnipotent" child needs to go through to get a realistic grip on his place in the world. The leader will be very unclear about his own boundaries. He'll still have the *laissez-faire* himself as grandiose, but with little of any kind - that he's God - so he'll have to come up with his own reality.

every aspect of life, is an attempt to avoid any contradiction of his fantasy. To take the simplest example, every time Hitler held his arm up, he wanted everyone else to do the same. "What a brilliantly obvious point. And not to put too fine a point on it, if you see a leader systematically ridiculing him or herself of all dissenting voices, you know you're dealing with a dictator with a child at the tantrum stage, behind the screen - and Skynner shows the stages by which the logical culmination of this is self-destruction."

You can also spot a dictator by his badge, an addiction to uniforms and to destroy anything that's different or has a strong identity of its own, which is why anti-semitism is always a giveaway, just as our own screens are given away by the simple fact that we deny them - "of course, I'm not an angry/jealous/emotional person". Skynner encourages us implicitly to look more closely when we catch ourselves saying such things. He also argues that of itself an intense preoccupation with politics is usually a way of putting painful personal conflicts outside ourselves, disowning them.

The clarity with which he lays out the interconnectedness of our unhappinesses and troubles, both in families and by a knock-on effect in public life, will no doubt be criticized as simplistic by people who hold different views in the area - he ends up taking a conservative position on the need for mothers to be close to their babies for the first three years, on homosexuality, on the need for strictness and boundaries, and he is drawn within families. He feels that fatherly virtues need reinstating to correct a current imbalance towards motherly ones. But on the whole we couldn't wish for a more lucid, kindly and stimulating guide to human nature. We're even told what makes a happy family: that the ability to "move in and out of intimacy, without feeling uncomfortable about being close sometimes and without mind being very far apart at other times, is a key ingredient in the most healthy families. And I believe it is a main thing to aim at to make a marriage richer". And we know, when we've got the measure of things, when we can laugh at ourselves and "the whole ridiculous business".

No doubt this is why the authors felt the need to package the book in a jokey way, with cartoons (very funny indeed, in a key ingredient in the most healthy families. And I believe it is a main thing to aim at to make a marriage richer"). I'm getting a bit super-saturated. "This is a bit rare", which I found irritating. On the other hand, what's behind my screen if I feel that? I'll have to think about that one.

Greene's growth

Saints, Sinners and Condemners: The Novels of Graham Greene. By Roger Sharrock. Burns & Oates £15.00, 086012 134 8.

It is no mean task to take on a novelist who is both popular and "serious", prolific and profound, entertaining and challenging, and who is still producing at eighty. Roger Sharrock's dedication in undertaking a critical survey of all Graham Greene's novels, with the intention of "treating each novel as an individual entity", is considerable. He tackles each with the intensity and enthusiasm of a convert, assiduously cross-refers between works, and relates them to Greene's growth as an artist.

Although he doesn't stick to a strict chronology, his study distinguishes three main phases in Greene's oeuvre - the pre-war melodramas, then a phase of Catholic novels starting with *Brighton Rock* (1938), and a later phase, from 1961 onwards, where Catholicism retreats before a developing sense of the comic. While not an entirely satisfactory schema, as he admits, it allows Sharrock to demonstrate his view of Greene's overall development, and justifies full commentaries on each book and concentrated discussion on particular aspects of them.

For all its intensity and breadth, Sharrock's personal assessment of Greene's novels offers no startling re-appraisals or revelations. We get instead solid and sensitive readings in the traditional mode which few, I feel, would find controversial - though he leaves us plenty of scope for quibbles ("Greene's interest in the sordid", for instance, "is never perverse"). There is, however, something dated about this style of criticism which underplays the rule of formal elements in producing "meaning".

Thus questions of language and genre tend to be marginalized, or relegated to a separate section at the end of a chapter, and he is apt to use terms like "cinematic" and "thriller" without adequate analysis. However, only four pages from the end, he tells us that "language is inextricable from meaning", and with a quick blast on the horn of semiotic terminology, shows he is familiar with modern critical approaches for which this dictum is central. But these references only point up how little bearing such methods of textual analysis have had on his "personal response" approach. In his failure to emphasize the importance of technique, he falls short of the achievement of Kenneth Allott and Miriam Farris 30-odd years ago in *The Art of Graham Greene*.

Sharrock is perhaps more responsive to the social and political changes that have affected the direction of Greene's work, than to those that have affected his readership today. He seems troubled, for instance, by any suspicion that Greene's treatment of sexuality might limit his appeal to women; he describes one novel as "just romantic enough for the reader to project his libido on the hero and his anima on the heroine", or refers to brothers as "a place for pure and basic sexuality without the corruptions of any social superstructure". But maybe part of Greene's appeal is just this kind of gender-myopia.

Barbara Crowther

The evidence on astrology is surveyed sympathetically by H J Eysenck and D K B Nias in *Astrology, Science or Superstition?* (Pelican £2.50). They find the effect of natal planets on personality to be proven, but as scientists repeat repeats of other tests.

The Awakening Earth, by Peter Russell (Ark £2.95), suggests that the earth as a whole has an organic being and consciousness. It is stronger on analysing society's ills than on Utopian solutions.

In *Laurel of the Game* (Penguin £4.95) Manfred Elger and Rüdiger Winkler show how multi-disciplinary panache how humans have succeeded in making rules out of the effects of

BOOKS

Schooldays in fiction

The Heirs of Tom Brown. The English School Story. By Isabel Quigly. Oxford University Press £3.95, 0 19 281404 4.
The Old School. Essays by Divers Hands. Edited by Graham Greene. Oxford University Press £3.50, 0 19 281484 2.

"The schools behind the school stories," says Ms Quigly, were the public schools. Not as they are today - they have become very different places - but as they were in their heyday, which lasted for about a century, from the middle of the nineteenth century to the middle of the twentieth.

"The school story flourished while the public schools flourished. When they joined the modern world the school story died." But what a varied and vigorous life it had! Ms Quigly takes 16 long chapters to describe it. In these she gives brief biographies of its leading authors, summaries of their best - or most famous - stories, and comments, frequently strident, on their merits.

"The school story was born with Thomas Hughes", when in 1857 he wrote *Tom Brown's Schooldays* as a guidebook for his son, then about to

enter public school. Though compiled solely "to preach to boys", it proved widely, and enduringly, entertaining. It also created the Arnold of fiction, a much lesser character, thinks Ms Quigly, than the real man, with his many interests. And, according to Hughes's joint biographers, E C Mack and W H G Armytage, it "made the modern public school".

Ms Quigly links F W Farrar, author of the subsequently much derided *Eric or Little Bill* (1858) - which never the less had achieved 24 editions by 1889 - and Hughes as purveyors of the "moral tale". She attaches similar labels to other types of story: Kipling's *Sally and Co* is an "imperial manual", *The Oppidan* and *The Harrovians* are documentaries, and *The Lanchester Tradition* is an allegory. P C Wodehouse was an "apocryphic genius at work" when he wrote *Mike* (1909), which gave to the world the inimitable psmith - whose polished exploits I hungrily enjoyed whenever I could borrow *The Captain* (too costly for me to buy), the monthly in which they were serialized.

The Heirs of Tom Brown must surely be the definitive history of the English school story. It is a work of immense erudition; it is also eminently

readable. One small complaint; the small and rather grey print can be wearing for weak eyes.

Ms Quigly quotes from Graham Greene's essay on Berkhamsted in *The Old School*, a collection of reminiscences which he edited, and includes the book, first published in 1934, in her bibliography. Its 16 contributors, all men and women of literary distinction, write lovingly, critically, or with loathing, about the schools they attended, at some time during the first quarter of the twentieth century.

About half the schools described are boys' public schools; the others range from Cheltenham Ladies College and Downe House to Kettering Grammar School and a public elementary school in Salford. For human interest the last ranks high; it includes a moving picture of a widow's struggle against destitution.

It is interesting to note that 50 years ago Graham Greene felt almost sure that "class distinctions will not remain unaltered and the public school, as it exists today, will disappear". Ms Quigly thinks these changes have taken place. But have they?

H C Dent

Jazz record

The Essential Jazz Records: Ragtime to Swing, Volume 1. By Max Harrison, Charles Fox and Eric Thacker. Mansell £28.50.
0 7201 1742 9. £15.00. 1708 9.

All jazz lovers will now be permanently in debt to Max Harrison, Charles Fox and Eric Thacker. For here is the first volume of a definitive selective discography, taking the story from its roots to the very end of the period of swing, which is highly detailed, authoritative, and meticulously organized. There are, of course, disappointments - no solo album, for example, by the great Ben Webster: the collaboration with Art Tatum is surely a miraculous piece of work - but these are outweighed by the sheer critical acumen and competence of each of the entries.

Max Harrison, as one might expect, stands out: any rigidity of response on his part is more than counter-balanced by repeated and surprising insights, and his all too brief section on interactions between jazz and "serious music", with particular reference to Milhaud, Stravinsky and Lambert and others is something that has been needed for a long time.

If you have any doubts about the importance of this book - which supercedes all others in its field - simply read Fox on the later Coleman Hawkins, Thacker on Ellington's *New Orleans Suite* and Harrison on just about anything. The book has been exceptionally well produced by Mansell and one hopes that it will be bought by large numbers of public, school and college libraries.

Bill Luckin

PAPERBACKS

The Penguin Book of Greek Verse, introduced and edited by C A Trypanis (Penguin £4.95), offers clean texts of 341 poems illustrating the history of Greek poetry from Homer to Elytis, set up in attractive type and with a prose translation at the foot of the page.

Antiquities of the Athenian Constitution translated with introduction and notes by P J Rhodes (Penguin £2.50) will be snapped up by Class. Civ. buffs at all levels, and yet (bravo, Penguin!) it rests at all points securely on the massive foundation of Professor Rhodes' magisterial *Commentary*.

The Penguin Republic by C M Wells (Penguin £3.95) is the coping-stone in the splendid arch of the Fontana della Repubblica, the history of the Republic of Venice, the last of the great medieval republics.

These and many other articles, including Aldous Huxley on the dangers of work, Douglas Fairbanks Junior on his father, and John Wells on John Galsworthy, are in the new collection



Katharine Hepburn in *The Rat Patrol* - one of the illustrations from Katharine Hepburn: A Celebration by Sheridan Morley (Favill Books £12.95). A very superior and intelligently written coffee-table book for fans and film buffs.

Famous names

The Vogue Bedside Book. Edited by Josephine Ross. Hutchinson £9.95.

When a man talks about the sensitivity of woman, he means her lack of intelligence; when he speaks of her charm he means foolishness, and her treachery he calls caprice. These were some of Simone de Beauvoir's reflections in 1944, when she wrote an essay for *Vogue*. One year earlier Daphne du Maurier was extolling the pleasures of doing absolutely nothing all day long in an essay called "Just Idling Along". More recently Angela Carter published an essay called "The Public and Private Face" about self-image and the mask a woman can create for herself with the aid of make-up.

These and many other articles, including Aldous Huxley on the dangers of work, Douglas Fairbanks Junior on his father, and John Wells on John Galsworthy, are in the new collection

of articles published in *Vogue* between 1916 and the 1980s, and collected in book form by Josephine Ross.

Gill Rose

Wilde note

Oscar Wilde: Two Society Comedies (New Mermaids) reprints *A Woman of No Importance* and *An Ideal Husband*. Those new to Wilde will find in the some of the wit and irony for which he is famous. They ought thereafter to read *The Importance of Being Earnest* to savour Wilde at his best.

H V Morton: *A Traveller in Rome* (Methuen £5.95) is a worthy companion piece to the works on Spain and Southern Italy. Informative, full of delightful stories illustrative of the history and character of Rome and its people, it is, required reading, for anyone wanting a glimpse of the city.

CHILDREN'S LITERATURE

Children, in a state of nature, do love learning. Jill Bailey, MSc (not a qualification often associated with books for the under-threes) has produced a wonderful series of picture puzzle books for Heinemann (£1.50 each) entitled *Animals*, of course. Photos of animals' feet, mouths, eyes and noses fill each volume, the complete animal discovered as we turn the page. These books will rapidly become favourites.

Already well established on the educational scene are Macdonald's *Littlebody*. Two new titles, *Huff Puff Blow* and *Eat Drink Grow* (£2.50 each), look at breathing and digestion. A simple story is used to hang most of the information and extra notes for adults can be found in the back. For biologically minded three to fives.

Judi Barrett's *What's Left?* is another kind of picture-puzzle (Kaye and Ward, Kingswood £3.50). On each yellow page is shown an object or action, and on the following white page we find what's left after, for example, the television is turned off ("silence"). Ms Barrett is American and some of the language and sentiment may not sit very easy on the English adult's sense of humour. "What's left after a kiss?" "A nice feeling". Picture of heart-shaped balloons.

Victoria Neumark

Thickening the plot

How To Enjoy Novels. By Vernon Scannell. Series editor Melvyn Bragg. Piatkus £6.95.

Like all the volumes in the *How To Enjoy* series, this is a book with a mission. "I hope to point the way towards acquiring sound, independent literary taste," Vernon Scannell boldly states in chapter two. He devotes the next chapter to asking "what makes a good novel", examining good and bad writing, style, structure, and the use of language, before going on to give a history of the novel in English and to examine the work of the major English and American novelists. But can he, or anyone, prove the superiority of good writing over bad to someone who has not already seen the difference?

One technique Vernon Scannell makes good use of is that of giving examples. No amount of explaining by itself could have the force of a passage of execrable early Maugham placed alongside a skilful passage by Paul Bailey and a brilliant one by Dickens. One could quibble that perhaps a closer juxtaposition of the Maugham and Dickens, without the intervention of the Paul Bailey, would have made Scannell's points about the use of the vernacular in dialogue even more dramatically. But the passages are for the most part well chosen and the comments about them clear and

convincing. They may never convert the devotee of bad writing; but they are surely bound to be instructive and persuasive to anyone willing to meet the writer half-way.

Throughout the book Scannell continues to offer guidance towards sound literary taste. Is his own judgment always sound? To my taste he is ungenerous towards Richardson and Thackeray, too kind towards Hemingway. He is utterly uncritical of Dickens, not breathing a word of his essentially, his difficulties in creating young female characters and the loose, shaky structure of most of his plots. On the other hand Scannell is often penetratingly accurate, as in his assessments of Virginia Woolf and George Eliot.

Many of his statements beg many questions. Dickens "does not confirm our customary notions of what people are like; he reveals them to us as they really are." In a book such as this one provocative comments are inevitably sometimes left unqualified, because of lack of space and the need for simplicity. However, Scannell at times expresses rather too personal a literary view, perhaps confusing for some of his readers. But the book is always readable and stimulating. It is to be hoped it will add new recruits to the ranks of the readers of good novels.

Frances Hill

Money well spent

20 Advertising Case Histories. Edited by Simon Broadbent. Holt, Rinehart and Winston £5.95, 03 910543 1.

What do Kellogg's Super Noodles, All Clear Shampoo and John Smith's Bitter have in common? They are all products which have dramatically increased their sales after very specific and highly planned advertising campaigns.

20 Advertising Case Histories is designed as a textbook for students sitting degree courses in marketing. However, the book makes fascinating reading and will see active use could be used at the 15 to 19 school or college level. Advertising and marketing are always enjoyable topics to teach, particularly with the aid of actual case studies.

Take Kellogg's. They had a quick cooking Japanese noodle product which was at the time unique, but they did not know what food category it went into. After market tests Super Noodles became a serious contender in the "Starch Bulk Meal Component" category. The true enemy was not the potato. The marketing strategy was that Super Noodles were modern, fun and

appetizing. Well... some might disagree, but what cannot be denied is that after two years of intensive advertising Kellogg's had a major product, and a £5m turnover outside their established cereal market.

On to All Clear Shampoo. Elida Gibbs wanted to attack the shampoo domination of Procter and Gamble's, Head and Shoulders. Market research indicated that if Elida Gibbs came up with a range of anti-dandruff shampoos it could capture a large section of this market. This example in the book centres not only on the money spent on advertising but on the importance of television in the campaign strategy. In 1979 John Smith's Bitter was 5.7 million pints down mainly because of a perceived decline in brand appeal by younger drinkers. The "creative strategy" was to return to traditional pub images supported by the Country and Western song "Big Bad John". By 1982 a £300,000 television campaign had resulted in a £5 million revenue increase, and the book gives all the details of how they did it.

Maybe education administrators should consider the truancy rate at peak viewing times.

Richard Evans

28.12.84

SCIENCE BOOKS

Follow the frog

Biological Science, Volume 1. By Green, Stout, Taylor and Soper. Cambridge University Press £8.95. 52128474.

There are so many 16+ biology textbooks available that teachers are spoilt for choice. The A level scene is very different and has been dominated for the past few years by one text, namely MBV Roberts' *Biology: A Functional Approach*. Biological Science is one of an increasing number of competitors.

A part leap frogging from behind the spine of an exotic flower invites you to open this 472 page book edited by Soper. Three chapters are devoted to the "variety of life" and the authors cover all levels of body organization from viruses to chordates. The types are described accurately and their evolutionary relationships and importance are emphasized. For instance, the section on fungi deals with their economic effects and their role as agents of disease.

The text is profusely illustrated: there are black and white photographs, photo-micrographs and line drawings. Most, but not all, give the magnification or scale reduction. Other chapters deal with biochemistry, cell structure, histology, nutrition and energy utilization. The introduction to biochemistry (Chapter Five) and photosynthesis (Chapter Nine) are lucid and rigorous. Flow diagrams, as

in the "Z" scheme of electron flow in cyclic and non-cyclic photophosphorylation (page 261), and tabulations, as in the "classification of carbohydrates" and "chief functions of the monosaccharides" (page 133) are used to considerable effect and present complex information precisely and clearly. There are novel page layouts which take advantage of the authors' prediction for tabulation; a good example is found on pages 188 and 189, where on the left hand page is a labelled electronmicrograph of a liver cell and on the right the labels are linked with diagrammatic representations of each component and verbal summaries of their structure and function.

Two chapters are devoted to the qualitative and quantitative aspects of ecology: success again, for the authors have avoided the lengthy descriptions of types and habitats that are often a feature of introductory ecology, and present it as a dynamic science. Again exposition is clear, especially the sections on nutrient cycling and population statistics.

Questions, on a grey background, are scattered throughout the text. These are patterned on the self-assessment questions (SAQs) of the Open University publications, and as in them answers are provided. These will encourage students to think and check their understanding, thus making the book a useful teaching tool rather than just a source of information.

Investigations are included too. Each has a list of materials and numbered procedural stages. A minor criticism is that they do not "stand out" on a page and a publishing device, similar to the shading of the questions, would have made it easier for busy teachers and students to find them as they flick through the text. It is claimed that all the practical exercises have been pre-tested and I hope this means they "work". I can think of nothing more frustrating than preparing the solutions, assembling the materials and following the procedure such as the one outlined for the investigation on the oxidation of a Krebs's cycle intermediate, only to find the colour change that is supposed to happen doesn't.

There are useful appendices too, including ones on biological techniques and bio-mathematics. It is strange that a book titled *Biological Science* should have an outline of the scientific method hiding amongst these appendices, but this is not so much a criticism of the authors as a criticism of the methodology of teaching at this level.

This first volume of a two book series will provide a thorough foundation for advanced study and does as the authors claim, demonstrate "the unifying scientific nature of biological systems". I would recommend every teacher of biology to purchase this excellent text.

Jackie Hardie

Chemistry choice

Independent Learning Project for Advanced Chemistry (ILPAC). Students' Guides for the second year: P4 Inter-molecular Forces and Solvation 0 7195 4042 9; P5 Chemical Kinetics 4043 7; P6 Equilibrium III - Redox Reactions 4044 1; O2 Some Functional Groups 4046 1; O3 More Functional Groups 4047 X; O4 Big Molecules 4048 8; 13 The Periodic Table 4051 8; 14 Group IV Elements 4052 6; 15 Transition Elements 4053 4; 16 Selected p-Block Elements 4054 2. £2.45 each. Teachers' and Technicians' Notes £6.95. 4056 9. John Murray

The ILEA are to be congratulated on their foresight and initiative in funding this project; a response to the problem of the economically small A level sets found in some London schools. The writing team have produced a series of units which guide students through an A level course, substantially reducing the amount of contact time for the teacher, although this role is still of crucial importance to the success of the scheme. There can be no doubt that the material fulfils its objective - indeed it could have as significant effect on A level teaching as the Nuffield course.

Too often A level chemistry schemes adopt a teacher-centred approach - chalk and talk, teacher-directed practicals, class discussion, etc - and are inevitably restricting. The pace for all students, whatever their ability, is the same, they are too rarely encouraged to think for themselves, and they are inclined to use the teacher as the prime source of information. ILPAC adopts a resource-based learning approach, the units acting as guides, providing a pathway through the course, requiring students to question, find out, investigate, and solve problems, in essence training them in the skills of science and laying the foundation for independent study in the future. This involves a major change in the role of the teacher, who becomes a manager of the learning process, offering assistance, clarification, encouragement, as well as providing feedback on progress, by means of the teacher marked assignments.

Even though the material has been written by a team of experienced teachers, given secondment by the ILEA, it has a coherent style and philosophy, for which the credit must be given to the project co-ordinator. Extensive trials have been carried out in many schools for some years, so that the course could be refined in the light

of practical experience.

The units cover standard second year chemistry topics: electrochemistry, and Group 4, for example. The only surprise is the "Periodic Table", but dealing with it late does allow consolidation of bonding and energetics, as well as laying sound foundations for other inorganic sections which follow. The unit "p-block" covers Group 3, 5, and 6. Parts of this may not be required by specific courses, but the authors have attempted to ensure that the wide demands of different GCSE boards are satisfied.

Each unit has a consistent style. Learning objectives are given, so that students know what is expected of them. The units are broken down into two levels, making use of a wide variety of activities, using resource material, making notes, carrying out video and computer simulations and a large number of exercises. There are self-assessed, clear, concise, answers in the back of each unit, albeit in very small print. At the end of each level there are summaries, and a test so that the teacher can check that students have mastered the topic.

Teachers' and Technicians' Notes is a series of loose-leaf sheets which can be easily transferred to files. They include answers to all teacher marked assignments, notes on experiments, sample results, copies of students' results sheets and full information on chemicals and equipment for the technicians. Perhaps the material is rather theoretical and a little uninspiring on an academic level and there appears to be insufficient "story line" clearly holding the rather disparate threads of some topics (notably inorganic chemistry) together. There is also too little emphasis on the broader aspects of this subject. For example, the uses of silicon compounds are stated, but there is little attempt to link structure properties and uses. On the other hand, the scheme's strength is its ability to clarify difficult areas (the link between mechanism and rate, for example, is extremely well done).

The presentation on well-spaced A4 is clear, but gives the appearance of typescript. The material is well-structured, with short paragraphs. There are a few photographs, but they do not make genuine teaching points; perhaps more illustrations, and more stimulating "insides" would have added some zest. However, these criticisms are somewhat carping, set against the high standard achieved overall. All A level teachers should invest in a set.

Chris Mason

Junior biology

Usborne Introduction to Biology. By Jane Chisholm and David Beeson. Usborne £2.25. 86020 707 2

It just won't do. I've said something very like this before, and I'm beginning to realise how often I'll have to say it again, but it just won't do to illustrate a junior science book, or any other kind of book, with little cartoon figures of scientists, if 28 of them are men, 7 are women, and none of them is black. The only black person I have spotted at all is on page one, and he won't do either; he's a smiley loon-clothed native bearer in the jungle, watching his master, a little white man in shorts and a solar lamp, trying to catch a butterfly in a shiny net.

But suppose you have chosen to turn your back on the issues of equality, opportunities and "women into science", and you decide to overlook this basic inadequacy, you will soon find a good deal more that needs overlooking, though on biological, rather than moral grounds. First of all, even in the junior school, I can't see any excuse for inaccurate information. The great auk and the dodo did not die out because they were "less well-adapted"; and, fascinating though it is to see a drawing of a barnacle's penis (makes a change from the birds and the bees), it is quite misleading to place the sketch beside a paragraph describing how and why land animals use internal fertilization.

Still, anyone can make mistakes, and little ones like these are good for teaching aggression; much more objectionable is the way the authors do not make any distinction between the

two very different types of illustration in the book. A drawing of a plant-cell, for example, contains a nucleus, cytoplasm, chloroplasts, and vacuole, just as it should. But on the very next page "chlorophyll making glucose" is illustrated by a picture of five little green men with knobby knees and chef hats, stirring a huge cauldron. In the same spirit, a cut-away section of the liver shows five burly blue men in boiler suits in a crowded store-room, reaching jars and bottles down off the shelves, and fishing in a mysterious open sewer (labelled "blood vessel") that runs through the middle of the room. Further down the page is a perfectly sensible illustration of kidneys, ureter and bladder, with the renal arteries in red, and the veins in blue. Neither of these styles of illustration is wrong - or indeed right - in itself; but they are based on very different conventions, which are not even mentioned here, let alone discussed, or explained to the readers.

Lastly I'm not impressed by the way the authors assume, as do so many of their friends and relations in the trade, that children live in houses or schools where the cupboards are full of the most unlikely substances. How is the average amateur parent or teacher supposed to cope with demands like "these? Put some lime-water in a jar" or "use universal indicator papers" (for testing the acidity of pond water) "Take a piece of cobalt chloride paper to both sides of a leaf". Please don't tell me they're all available from any good chemist, I just don't believe it.

Mary Jane Drummond

Science in society

Extending Science: 1. Air. £1.60 0 8950 388 7. 2. Water. By E N Ramsden and R E Lee. £1.60 389 5. 3. Diseases and Disorders. By P T Horgan. £1.85 109 4. 4. Sounds. By J J Wallington. £1.60. 134 5.

Stanley Thomas. Science at Work - Extension Material. Project Director John Taylor. Addison Wesley £18.95. 201 15024 7.

As the series title suggests, the Extending Science booklets provide extension material for secondary science courses and "attempt to link science with the real world". They succeed admirably. They do not cover basic scientific material but develop from it, although they do give sufficient basic information to make each topic comprehensible.

Air contains two chapters; the first demonstrates the vital importance of oxygen, nitrogen and carbon dioxide. The second, "Pollutants", is wide ranging and unafraid to tackle the issues, from lead to cigarette smoke.

Water gives more emphasis to pollution. Starting with the water cycle and water treatment, using the rivers Thames and Irwell for illustration, it then considers the environmental impact of the Aswan High Dam. Lake Erie is the case history for the chapter on soaps and detergents. The final chapter is on oil pollution of the sea. Both these booklets seem aimed at third year level, but would make interesting reading in any secondary school.

Diseases and Disorders is the third in the series and may be more suitable for extending biology or general science courses at third year level or above. After a brief chapter on microbes as agents of disease it goes on to those aspects of health not always found in biology texts but of direct relevance and interest to adolescents: acne and hair care as well as the more fearsome cancer, heart and kidney failure and diabetes. The final chapter on "Social

Diseases" includes smoking.

More closely related perhaps to 16+ general science syllabuses, if not physics courses, the fourth booklet, *Sounds*, also includes speech, noise pollution, "seeing" with sound and ultrasounds.

All the booklets are well written and presented, with black and white drawings and photographs, and contain questions, crosswords, suggested experiments etc. They are recommended as a source of interesting extension material throughout secondary science courses, although some pupils may need help with the language.

The *Science at Work - Extension Material* is designed to complement the original course booklets, first published in 1979. It consists of nearly 150 A4 masters for photocopying, which may explain, if not justify, the high price. For each booklet there are about eight masters page-referenced to it.

Compared to the original booklets, the masters look rather dull, and this is not just because they are restricted to black and white; they have larger, more solid blocks of text and fewer diagrams. The reading level seems higher, and the questions (between 5 and 10 per page) more difficult.

The following comments are based on fairly limited experience with the original booklets. Generally, the material is developed to a deeper level, by short passages giving information which is either more detailed or more difficult. Many sheets carry some information in tabular or graphical form, with questions on its interpretation. Some sheets require pupils to repeat, with modifications, experiments from the booklets, and some of these are rather repetitive.

This extension material may be useful as a resource in science departments whether or not they use the other course materials; its suitability for those pupils for whom the *Science at Work* course was originally designed is questionable.

Lynne Marjoram



The Young Scientist Investigates is a long-running series published by Oxford University Press, each volume dealing separately with a variety of subjects from Air to Food and Flowers. These examples of the uses of glass are from *Materials* by Terry Jennings (£2.95). Information is followed by experiments and a glossary.

Essential science

Science for Life. By K Bishop, D Maddocks and W Scott. Collins £4.50 0 00 327787 9

This book emerges from the school of thought which maintains that if science is to be part of the core curriculum it has to earn its place there, and does so by becoming a valid part of general education rather than an initial training ground of future scientists.

The authors have identified nine major areas "which are central to the human experience of the late twentieth century" and have based a chapter on each of them. These are Earth, the Planet, Resources, The Human Machine, Food, Health, Materials, Energy, Machines and Communication, but the treatment is much wider than these fairly conventional titles might suggest. This is not a thinly disguised attempt to expound the existing body of scientific knowledge by tagging on "relevance" to the real world. Rather, the authors have taken the real world and introduced the relevant science. Neither is the treatment of science gimmicky or superficial; information, background, and perspective required to deepen understanding is here from which the mature view can be formed.

As an indicator of the direction in which core science could move, and the validity of science in the core curriculum, this book should be compulsory reading for all teachers.

Lynne Marjoram

SCIENCE BOOKS

More of the same?

The Science of: Communication and Control. By Lionel Bender. Movement. By Ralph Himecock. The Earth. By Tom Williamson. The Senses. By Graham Storr. Macmillan Children's Books £5.95 each. Looking At Science: 1. A First Look. 2. The Natural World. 3. Changes. By David Fielding. Blackwell £4.25 and £2.25.

During well over a decade of reviewing science books for young children it has often occurred to me that not only is this becoming a very crowded field, but also that there is considerable duplication. This happens, of course, in all areas of the curriculum, and at least one can say that in science the subject matter changes so rapidly that constant additions to the literature are inevitable if one is to be up to date.

Having said that, however, it remains fair, when pursuing the latest publications, to ask whether anything significant is being added, either in the range of content or - and perhaps more importantly - in the approach that has been adopted to the business of presenting science to young learners.

In the matter of coverage and content one has to say that in neither series there is material introduced which is not already provided in numerous other texts for this age group. This would also be true as far as the format and organization of the material are concerned. The *Science of* series simply aims to inform, and as examples of reference texts for the library shelves, the books have much to commend them. They are attractively and robustly produced, the quality of print and illustration is excellent, and the authors in each case try hard to square the circle of combining technical accuracy with readability and an

appreciation of the conceptual difficulties which are inherent in this area of knowledge.

Communication and Control demonstrates the enormous problems which confront the teacher well as the learner in this rapidly expanding field. On the other hand it is seen as important to include the very latest technical developments, for example in the use of lasers in sound and video reproduction, but it is an impossible task to ensure at the same time that there is any real understanding of such things. *The Earth* is a topic whose subject matter changes somewhat less rapidly, at least in terms of the raw material, but conceptual difficulties abound in accounting for the geological formation of our planet. Tom Williamson covers the ground in a convincing and compelling way, though I must confess to have seen more illuminating explanations of such familiar phenomena as faulting and earthquakes, for example.

Since this series is essentially for reference and browsing purposes, a good index is crucial, and in general each of these texts is well served in this respect. However, one does wonder at times how many children would want to look up (in *Communication and Control*) the item "knife-fish", or indeed "press conference", both of which are faithfully listed, compared with "microphone" or "monitor", which are not. Equally, in *The Senses*, there is no index reference to expected items such as "hot" or "cold", though both concepts are to be found in the text. It is important that young learners are not frustrated in their search for numerous errors in the indexes, as for example in *The Senses*, where there is in fact no reference to "gophers" on page 26, nor to "sacculus" on page 29. Some sloppy proof-reading here.

Looking At Science aims to involve the learner in an active way, and adopts a format appropriate to this. The basic pattern is for each area of study to be treated on a double page, the left hand page for suggesting things to do, and the right hand page complementing this by "explaining" why what happened did in fact happen. In addition, the reader is asked to answer three questions consolidating the material just encountered. A *First Look* presents the topics to be considered in later volumes and tries to inculcate the notion that science is a *Good Thing*. *The Natural World* uses much the same format, and in much the same way as countless books already on the market, although having said that, one must give credit for clear, helpful illustrations and text, and some well constructed activities and experiments. (One ghastly exception is the diagram on page 35 which, in illustrating how molecules of water stick together, depicts them as inanely grinning spherical creatures holding hands! Changes is perhaps the most attractive of this series so far (books 4 and 5 are to appear later), providing some fascinating insights into the essentially dynamic aspects of science.

None of the books has an index but in its place a list entitled "New Words", the purpose of which is left to our imagination. With the example of the Schools Council Science Project before them, it is something of a disappointment that publishers and editors continue to produce material which in content and conceptual structure does not really take the business of learning science anything like as far. In respect of these two series my overall recommendation would therefore be to have a good look at the existing alternatives.

Philip Hytch

Teaching language and study skills in secondary science

LESLEY BULMAN

This book offers sound, practical advice for science teachers on how they can develop language and study skills in their pupils.

- These skills
- * improve pupils' understanding of science as well as increasing their ability to learn more about science
- * enable pupils in mixed ability classes to learn independently and therefore make the best use of the classroom situation
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The book covers: the aims of science education and study skills; reading; pupil writing; worksheets; teacher talk; talking and listening by pupils; information skills; revision and examination techniques; teaching language and study skills in science.

This book will be indispensable reference for any school science teacher and important reading for student teachers.

The nature of science

A personal view of science and how it has shaped the way we think and behave
FREDERICK AICKEN

Most of the science taught in schools is detailed and specific, and pupils often leave school with the idea of science as a specialised activity, unaware of the close links between the sciences and the arts in history, and the impact of science on our culture.

This book provides a short, readable account to illustrate the wider view of science. Teachers will find it a useful reference for fifth and sixth forms as part of a teaching strategy for a broader and more balanced approach to science studies.

Published price for both books £7.95

Heinemann Educational Books
22 Bedford Square, London WC1B 3HH



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SCIENCE BOOKS

Featuring physics

The World of Physics. By J. A. Wilson. Nelson £6.50, 0 17 438238 3.
Time for Physics. By K. Gibbs. Harp £3.95, 0 245 54062 8.
Energy: Insights from Physics. By P. D. Lawrence. Wiley £26.95, 0 471 89683 7.

It is, understandably, becoming more difficult to find a distinctive title for a school textbook on physics. But publishers evidently believe the market for such books is not yet saturated and two more additions to the multiple-choice must now be considered.

World of, and time for, are just phrases covering the fact that a couple of fresh compilations of the work called for by GCE O level and CSE syllabuses are challenging for a place on an overcrowded shelf. The two books represent different philosophies.

Mr. A. Wilson's *The World of Physics* includes substantially more than is normally required in a course for 13 to 16 year olds. Teachers will need to select their material. His work is extremely detailed, and written in an exemplary style most likely to be appreciated by the more literate pupils at the academic end of the spectrum.

Many of the topics are introduced through practical activities, and full,

explicit, instructions are included for a sensible performance and interpretation of the various experiments. Cautions about safety procedures are appropriate and adequate.

Those are, in fact, good words with which to describe Mr. A. Wilson's text, and the abundant photographs and diagrams. The illustrations generally display the same clarity and accuracy as the text, and the whole is rounded off with a good index, answers to the numerical problems included in the sets of questions placed at the end of each chapter, and some appendices on units and quantities.

All of which is praise of a high order, but Mr. A. Wilson's could become recognized as one of the very best textbooks of O level physics yet available. Furthermore, over 500 large pages, all with the hallmark of first class teaching, make it a real bargain in this age of inflated prices.

Time for Physics has its merits, but it could be suspected that the author has in mind a different sector of the age-group. Perhaps good CSE class would be most effectively served? Mr. Gibbs states that his aim is "to give a straightforward, uncomplicated approach to the subject, both for the pupils and their teachers". He draws attention to the "single page format", which means that a topic is dealt with

on one page or a double open page. "Unnecessarily long descriptions" have been avoided and the relatively brief treatment has a fairly simple air. *Energy: Insights from Physics* cannot be regarded as examination-oriented, especially in British terms, but would be useful in the library for supplementary reading. The book derives from an American college "one semester course for students who have avoided science and mathematics and who are taking a physics course primarily to satisfy a general education requirement". Many of the topics normally found in an introductory physics course are omitted. The result is a survey of energy (in nature, its production and its utilization) which makes no significant demand on numeracy while explaining in general terms something of the ramifications of the energy crisis and the anxieties about nuclear power.

The traditional systems of energy origination and conservation, the possibilities of tidal and wind-power, and the future of fossil fuel supplies and of nuclear fission and fusion (with all their attendant hazards) are realistically set out against a background of the supply and consumption equation and a call for conservation.

F. W. Kellaway

Play way to science

Steps in Science Book 1. By R. Bateman and P. Liddstone. Hutchinson £3.25, 0 09 156351 8.

This, the first in a series of three books for lower school science, introduces most of the usual topics, and some others. The book is visually attractive, with two-column A4 pages, many black and white drawings and some photographs but a simpler format would make reading easier. Each of the 10 chapters consists of four double-page spread units, with information on the left hand page and "Things to do" on the right. There are 10 "Recap" pages (which may be photocopied) and a glossary which also serves as a rudimentary index.

The information pages condense into one page material which might normally be covered in several lessons or at different levels; some interesting

points are raised, but explanations are brief and sometimes disjointed. These pages are perhaps best used for end of topic review. The "Things to do" are a strong feature. There are usually five activities, with a laudable attempt to introduce a variety of methods for presenting work: writing plays or comic strips, games, annotating diagrams etc., as well as some more traditional exercises. Many of the activities are very good, but "Write a paragraph to explain in your own words the difference between mass and weight" - mention the pull of gravity, "may not be the best way to encourage extended writing at this level. Given the compression of the material and demanding nature of some of the activities, some pupils may find this book too difficult to use it as the "complete course" of class or homework suggested by the publishers.

The reading level is intended for the

"average pupil". Scientific words are explained but further simplification of syntax and terminology would make it even more accessible. The level of mathematical understanding expected seems high; beware the errors in the formulae for calculating adult height from height in childhood - some children are meant to shrink, apparently! There are a few other misleading implications, but generally the text is accurate.

From a book which progresses from a careful explanation of "setting up" apparatus, introduces geology, biology and chemistry and then reaches "me" by page 60, judicious selection may be necessary. However, it would be useful for stretching the more able pupils and it does provide some excellent new resource material.

Lyne Marjoram

Prepare to be angels

The Essentials of Nursing. By Sheila Collins and Edith Parker. 333 35207 6.
Maternity and Neonatal Care. By Hazel Bull, Margaret Beacroft and Elizabeth Davies-Johns. 35206 8.
Care of the Child. By Helen Lewer and Leslie Robertson. 35210 6.
Nursing the Adult with a Specific Physiological Disturbance. By Patricia Hunt and Bernice Sendell. 35209 2.
Health Needs of the Elderly. By Gill Garrett. 35208 4.
Care of the Mentally Ill. By Peggy Martin. 35204 1.
Macmillan

The practice of nursing is not static. Although the essential nursing values dedicated to the promotion of health have not changed over the years, styles of living have, and so the profession has to adapt accordingly and be prepared for oncoming trends. Older nursing texts can sometimes seem quaint and new perspectives are constantly needed.

This very impressive and comprehensive series, written by practitioners, should bring educational relief to nurses. It is aimed at the whole profession - beginners, those coming back, and working nurses who want to keep up to date. Throughout the series the emphasis is on models of care with particular reference to continuity between home and hospital. Patients are regarded as whole people in their various contexts of care such as clinical, social, psychological and spiritual.

The editorial board must have spent many long hours considering how best to present this vast amount of material and the result is quite excellent. It is contained in six volumes of different lengths, of between 50 and 238 pages, which cover introduction, infant and mother care, physiological problems, mental health and the elderly. The books are A4 size, ready punched through to fit into a ring file. Inside, the texts are arranged in short clear paragraphs, sometimes with coloured boxes to emphasize points, and supplemented with clear line drawings and informative photographs. They are designed in the latest and best of contemporary text layout, making it as straightforward and easy as possible to learn from them.

In spite of their nursing bias, all the books, with the exception of *Nursing*



Fitness is the reward of the health - exercise even in old age. Macmillan's *Health in the Just Look At...* series (£4.95) deals with various aspects of medicine, health and disease in an accessible way.

the Adult with a Specific Physiological Disturbance would be valuable in the school library. Indeed, the briefest one, *Maternity and Neonatal Care* could easily be adapted for general sale, making a welcome change from the over benevolent selection of books offered to mothers-to-be. Though the material would provide obvious information and stimulation for classroom in subjects such as human biology, other areas such as current affairs or general studies would also undoubtedly benefit.

Joan Freeman

Root and branch

Trees. By Benjamin Perkins. Century £12.95, 0 7126 0478 2.
Trees of the British Isles. Edited by Barry Tabb. Orbis £12.99, 0 85613 624 7. £8.99, 0 85613 633 6.

Benjamin Perkins paints things as they really are. Not for him the perfect herbarium specimen, at least, not after the first tender unfoldings of the new spring leaves and blooms. The summer leaves display a variety of tears, holes, scars and galls, and the autumn shows them weather-beaten but glorious, turning colour unevenly over the veining and more interestingly giving a range of tones around old dots blotches and inclusions.

This is a book of quite remarkable quality and confidence; the book of a lifelong interest. The plates have been worked and reworked to create a depth of texture which calls for long and close inspection. It seems almost a shame to shut them in a book. The writing too, is many-layered, built up of personal reminiscence and observation, not only of the trees but of the places they grow and the other wild life: butterflies, mammals and wild flowers associated with them. I am glad to say that people are at last beginning to realize that understanding the character of a tree does not lie solely in recognizing leaves and twigs; one needs also a sense of how it appears in a landscape. Benjamin Perkins accompanies his brilliant work with a series of well-chosen pen-and-ink drawings which add to the book's appeal.

These remind me of some of the nineteenth century books of trees (such as Rev John's *Forest Trees*) but in my opinion they are better. They are evocative not only of the trees but of the country itself, with the heart-shaped silhouette of the common lime in the churchyard, the old man and his dog walking up an English lane under a hedgerow elm, the deer resting beneath a parkland walnut.

In *Trees of Britain*, the scene is set photographically, with a portrait of each species in a characteristic landscape. These are most successful where the location is named: the double-trunked white willow beside the water at Wicken Fen, the ashes growing out of the limestone pavement at Malham, the London plane in Fitzroy Square. (I was interested to see that the wild service tree, ignored for many years, is now rehabilitated, and accorded a full section in both books, though I wish the small-leaved lime had received a little more attention). *Trees in Britain* is a compendium but has managed to escape the written-by-committee dullness of tone by admitting personal comment into the descriptive essays - the trunk of the monkey puzzle like the leg of an elephant, the hornbeam bud as a crouching mouse. The main photograph is supported by several close-ups of details, and by line-drawings. Insets pointing out the diagnostic characteristics of similar species work busily and effectively to make this a useful guide to the recognition of trees.

Frances Greenock

RESOURCES

You can tell that George Green's School is different as soon as you walk in. Visitors: you will be made welcome at the general office" says the sign immediately inside the front door, in stark contrast to the brutalist concrete-block architecture of the building.

George Green's School is a community school on the Isle of Dogs, a natural enclave in London's Docklands that is cut off from the rest of the capital by a loop in the Thames. The school is unusual in that it shares purpose-built accommodation with an old people's day centre, a social service area office, a day nursery, a sports centre and an adult education institute. And the youth service, too, uses the building. These links are all the more remarkable for being run by two different authorities: ILEA and Tower Hamlets Borough Council.

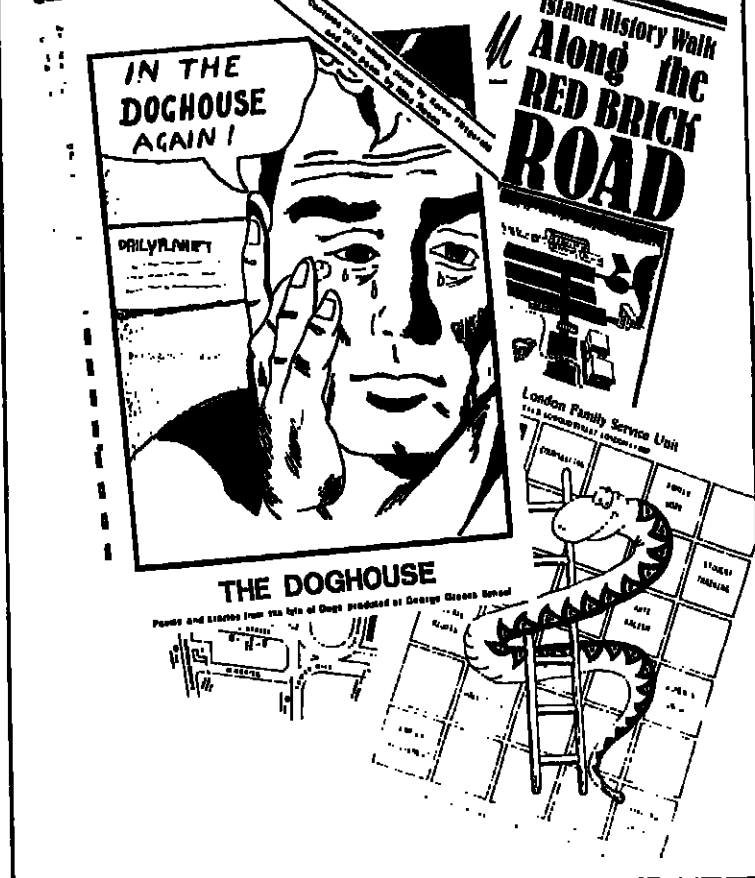
But the truly unique aspect of the school is the learning resources department which is used as much by the local community as the school - if not more. Wandering in on a typical day - and it is possible to wander in unchallenged throughout the school - you might find a primary school teacher from a neighbouring school devising a reading project; the head of George Green's geography department discussing the production of a three colour contour map for her fourth years; a local community activist preparing a presentation to try to obtain funding from the London Docklands Development Corporation to buy a barge for running canal holiday trips for local children; a member of "an anti-racist, anti-racist theatre in education group" producing a publicity leaflet for their show; and two unemployed local men making a video on the school's open day.

In a sense, all this has come about by accident. The resources of the department have never been publicized locally and the original plan for the school envisaged no more than a conventional learning resources department housed in two small rooms. Dominic Kasteel, an illustrator by trade, took the post of Media Resources Officer soon after the centre was completed in 1976 and, apart from a clerical officer, was its entire complement. But he had grand ideas: "I was particularly interested in the philosophies behind the community school concept and supported them strongly in principle. Within a year, the two rooms were always busy; within two, teachers were queuing at the door and the department overflowed into the library."

Prompted by Kasteel, the then headmaster, James Learmonth, agreed that the department should operate on open door policy towards members of the community. This decision was backed by a move into a large classroom and access to money from ILEA's "community initiatives in the secondary sector fund" for extra work. There are now six including four full timers and the range of equipment is quite staggering - an A3 press, a process camera, an electric guillotine, a video camera and recorder, an editing suite, a small viewing room and more. About half the running costs are paid by the school and half by the ILEA fund, and the LDC chipped in £25,000 for new equipment.

The expansion and development of the resources department has not been without opposition. "Teachers can be

there's a piece of Transylvania on the M11 End Road...



A selection of materials produced at the centre

Community spirit

by Christian Volmar

traditionalists," said Kasteel, "and many have not learned the importance of presentation. Children are used to high standard of presentation whether on TV or in magazines and comics, and if you give them a tatty instruction leaflet printed on a Banda, they'll treat it with the contempt it deserves. I think we've shown here that not only do children respond better to well-produced materials, but you actually get better exam results as a direct consequence."

The sharing of the resources was not universally welcomed either. In its previous incarnation, George Green had been at grammar school and elitist attitudes were still prevalent. "Of course, opening up the school to outside users meant that resources were less accessible to the teachers. But did they want it to be a real community school or simply a grammar school by a different name?" said

Kasteel. "The spin-off is that the equipment is far more sophisticated than if it were only used by the school. This is true, too, of the equipment and infrastructure in the sports centre which is far superior to that which any normal school of a roll of 550 could boast. The current acting head, Margaret Pringle, is convinced of the resources department's value. "When I arrived here four years ago, I was shown a plastic bound booklet used for a history course that was actually given to the children as it only cost 25p to produce. In my old school, we used to be up half the night producing Banda booklets which had to last two or three years because of the cost and the work in producing them." Giving a child a well-produced illustrated booklet motivates them in a way that no single A4 worksheet ever could, she feels.

commercial and public bodies, but it is left to the tape to give all the information while the slides show pictures of aircraft, ships or floods.

Tape-slide presentations do need to be used with care: they are able to put over a large amount of information in a very short period of time, but in a form that can be difficult to assimilate. For this reason *Observing and Forecasting the Weather* is probably best used as an introduction to the subject. Most of the maps and photographs used relate to one specific date; there is, therefore, scope for the teacher to obtain further data from the Meteorological Office and develop follow-up exercises. Used in this way, the tape-slide presentation has much potential for either O or A level groups.

The package includes a booklet containing a transcript of the tape commentary. The written text however, contains additional paragraphs not on the tape - a point not clear from the layout of the booklet. Although this extra information, together with a few suggested questions, is useful for developing the package beyond the simple tape-slide presentation, it is still the potential for more.

Strangely, despite the clear community involvement in the school, the structure of the school has not been adapted to create formal links. Patrick Freestone, who as community co-ordinator has the task of ensuring effective liaison between the different elements in the building and with the community, said: "The school is the least unconventional part of the set-up. Apart from better facilities, the school has not gained particularly from the community aspect." In fact, there are not even any parent governors as the school is voluntary-controlled.

Freestone, while enormously enthusiastic and positive about the school's achievements, recognizes that the teachers are under enormous pressure, as anywhere in the inner city, and that they haven't always been able to maximize the use of the available resources. "And, conversely," he adds, "the structures have not been able to accommodate the best use of the most expensive resource - teachers. Because their workload is so high, they need energy and vision to make use of what's there, as it can often mean out of hours work. The more they adjust to cope by having, say, extra meetings to discuss multi-ethnic education or a particular course, the greater the pressure." But there is one point on which he is unequivocal: "Teachers have gained from the outside contact and greater scrutiny which the use of the building by outsiders has generated."

Kasteel is concerned about the future: "Because we're unique, we have no ground rules and that makes the project vulnerable to personalities. If other staff were in post, they might not feel the community emphasis is so important." The lack of a framework has practical side effects, too: it is impossible to lend out certain items of equipment as the insurance only covers official school use. "That's OK with a £400 projector", but not with thousands of pounds worth of video equipment," said Kasteel.

The importance of the resources department to the local community cannot be underestimated. As Eve Hostettler of the Island History Project, an Urban Aid funded group which studies and recovers the local history, put it: "Without the department, we simply wouldn't be able to function as we do. It would take us half a day to get to a photocopy, and cost twice as much to produce our booklets." Over 30 groups use the department and because of pressure of demand, nearly all come from Tower Hamlets, as those from outside the borough are usually turned away. Commercial users are excluded, as are political groups: "CND wanted to do some work but we had to say 'no'", said Kasteel. All users are encouraged to learn to handle the equipment themselves as there is not time to offer a full service to all comers.

The best measure of the department's success is, perhaps, the fact that it has never had to advertise its services: groups hear about it on the grapevine. And, because the atmosphere is friendly, they have stayed. As I was leaving, Kasteel was in deep discussion with a 15-year-old pupil on whose fault it was that some artwork hadn't reproduced properly. I didn't get a chance to say goodbye.

The MEI Schools Project Monograph Series Booklets From the MEI Office, 41a West Street, Oundle, Peterborough.

The aim of MEI is to promote links between mathematics, education and industry at secondary school level, and to produce relevant syllabuses and teaching material. The new Monograph series seeks to provide teaching material to support topics within MEI syllabuses which are not already covered by standard publications, or which are considered to be in need of a fresh approach.

To date, three monograph titles have appeared - *Varied and Experimental Data* (50p), *Matrices* (75p), and *Rigid Body Motion* (75p). The first two are focused at A/O level and the third is intended to accompany the Further Mathematics Syllabus. Six further titles are in preparation. Also published last year was a suite of programs for mathematical computing.

One finds oneself wondering why the authors have bothered to go to the trouble of producing these notes and

notes

HINDUISM

Just how you teach a religion whose adherents do not agree on how many gods are or indeed whether there is only one Spirit with many godly servants or manifestations is a question with no easy answers. Considerable help will be found in *A Handbook of Hinduism for Teachers* (edited by Dermot Killingley, published by Grevatt and Grevatt, 9 Rectory Drive, Newcastle upon Tyne NE3 1XT; £7.45 including postage and packing). It is a most practical reference and source book, full of useful information and classroom ideas ranging from fables to improvise with six year olds to an introduction to Hindu technology suitable for sixth formers. Throughout, however, there is an emphasis on what Hindus actually do, both in India and Britain. There are introductions to such aspects of Hindu society as the role of the home and caste, a historical survey of the faith and a number of biographies of leading Hindus. The book is illustrated with simple but effective maps and drawings. Also available from the same publisher is a *Hinduism Iconography Pack* (£1.50, including postage and packing). Not such good value, it is simply a folder containing four sheets which provide brief descriptions (and line illustrations) of four gods: Ganesha, Vishnu, Lakshmi and Saraswati.



Study Aids

Pan Study Aids Chemistry 1; Physics £1.95 each. Pan Books Ltd, Cavaye Place, London SW10 9PG.

These little books consist of a ring-bound set of small (6 x 4 inch) cards; the result is a robust pack which should survive repeated thumbing and transferring to and from pockets. The introduction emphasizes the importance of understanding the principles and relationships of the subjects and, indeed, the contents do go some way towards achieving this. The "revision notes" format, however, does not lend itself to a detailed exploration of relationships, so the result tends to be a brief summary of the essential facts and equations together with some worked examples.

The extreme brevity of the treatment leads to some unanswered questions. Why, for instance, if friction is independent of relative velocity (*Physics*, p. 37), does it cause overloading in machines with fast moving parts (p. 38)? What is the meaning of the statement that the human hearing range is "about 10 - 20kHz", and why is the series of elements from Sc to Zn called the d block?

There are some significant errors: the drawing of NaCl labelled "a unit salt crystal" is not a unit cell and the sulphur dioxide molecule is certainly not linear.

In an ideal world all O level candidates would prepare their own revision notes on cards and would learn a great deal by doing so. In the real world, however, study aids of this type may help out in those last desperate weeks.

Alan Vincent

Esoteric readings

Dramatised Readings from French Literature.
Four cassettes, Zeus Recording Co Limited, Wimpole House, 29 Wimpole Street, London W1.

Few people will have the level of French and the motivation to tackle these esoterically selected cassettes. The only audience is likely to be committed university students or teachers with a specialist interest in the authors. For the dedicated group, the readings should provide some pleasant hours, though I doubt whether they will add many insights for those already familiar with the texts.

The most accessible of the four cassettes is *Deux Poètes Mondiaux*. This takes the form of a "Lecture Explicative" on the lives of Verlaine and Rimbaud, illustrated by a selection of their poems. Some of the poems are read straight; others, such as "Chanson d'Aotome", are delivered in a rather hushed voice to the strains of a violin. The most successful sections are the well researched description of the poets' lives and work.

The other three cassettes do not attempt any explanation, but concentrate on reading. *Confessions Amoureuses* feature the correspondence between George Sand and Alfred de Musset, published after the writer's death in 1876. Daudet's "Lettres de mon Moulin" are read by Zouline Benhalil in a provincial accent on one side and by Victor Spinetti in English on the other.

The same dual language technique is used for *Aberlath et Héloïse*. Here, the eight letters telling the tales of passion and retribution in twelfth century monastic life have been abridged and dramatized with musical backing. As with the previous tapes discussed, there are no concessions to enhanced comprehension of the French and prospective purchasers will have to be very sure they want material in this pure intellectual form.



Rimbaud by Verlaine

There are over 30 Development Education Centres in Britain today. Although co-ordinated by the National Association of Development Education Centres (NADEC), they function independently, each within its community, and have independent sources of funding. The Government, aid agencies, local education authorities and business sponsors have all been variously involved in supporting Development Education Centres, which have aimed at stimulating, in and out of the formal educational system, awareness of how the issues affecting the Third World today are issues in which we in Britain are equally involved.

To be concrete: the UN has declared goals for this decade of clean water and sanitation for everyone by 1990. It estimates that the cost of this achievement would be \$25 million per day for a decade. Presently \$240 million world-wide is spent a day on cigarettes, and \$1400 million per day on arms. Such figures are, perhaps, as thought-provoking as pictures of starving Ethiopian children are disturbing. To provoke thought and provide the resources for schools to follow up the initial stimulus is the business of DECs.

The Development Education Project in Manchester has recently scored somewhat of a success by publishing its simulation exercise, *Crisis in Sandaghu*, a role-play examination of the way the press change our perceptions of world events. It is currently involved in running a social studies project (for CSE Mode 1) in Greater Manchester schools and is trying out materials for an ambitious media project aimed at 13 to 16-year-olds.

When I visited the DEP, tucked away at the back end of a Manchester Polytechnic campus, business was booming. As Bob Kirby, the project's exuberant coordinator, explained, "We are the key resource centre in this area for peace education, multi-cultural education, anti-racism and anti-sexism education - everyone is using this. This year is the first year we will break even with our materials." There is not only a library well equipped with appropriate books, tape-slides, games, maps and packs; there are also staff (two-and-a-half full-time, five on MSC jobs) with the time and knowledge to help prospective borrowers; there is a shop selling books, posters and so on; and the DEP is a place where teachers come to discuss and plan how to use the materials.

The sceptical observer might wonder why the current boom in this kind of material? Why is it, in press jargon,

Geology Topics
Geochronology; Metamorphism; Palaeogeology; Fossils and Time; Geophysics; Igneous Petrology
By P Kennet and C A Ross
Price £1.25 each
Longman Resources Unit, 33-35 Tanner Row, York YO1 1JP.

It has long been a problem for the teacher of A level geology that virtually all the textbooks have been written with the undergraduate in mind.

Geology Topics from Longman is an A level series. In each booklet the subject is approached through a combination of general theory and applications using case studies. Where appropriate, the principle of uniformitarianism is illustrated by linking present-day and stratigraphic examples. Other case studies stress economic



Third World issues

Victoria Neumark visits a Development Education Centre

that potpockets of Somali villagers are suddenly sexy in the classroom? As one might expect, the project's staff, believing in the need for global understanding, put it down to an emerging consciousness of the need for better things, coupled with a sense among students and teachers alike that much of today's needs and problems.

So will development education replace human geography? Rather cautiously. Bob Kirby identified one area where the development education approach has value: "Rather than stereotypes we use real individuals and families in discussing the inhabitants of countries; we use photographs, life-histories, instead of generalizing." In addition, the methods used by these new approaches are strong on student participation and evoking the experiential education - everyone is using this. This year is the first year we will break even with our materials. "You try and write a newspaper article. How does all this work out in practice? On a typical day, the project's staff might be answering phone calls from teachers anxious to use some of their material, showing people round shop or library, talking to groups of trainee teachers from the polytechnic who return on their own but for another look at material their course has introduced them to. More rarely, staff visit schools to find out what materials might be needed or to set up conferences. In-service training within schools is as yet all too rare;

though INSET courses in the evening at the project itself are an established feature.

Half day conferences in world studies are organized, and exhibitions at various INSET courses in the area. Media Days for schools have been run, with great success. A constant part of the work is "keeping a finger in every pie": visits to ecology groups, to theatre in education events, to field centres. The project is the local centre for NAME and for COMBINE, a local group which has come together under the banner of "Elephant Education", a fable adapted from the Persian Sufis by Robin Richardson, on the perils of too narrowly partial an approach.

But the chief endeavour for the staff is the current project on social studies in Rochdale and the Media Project now being developed. At present the Media Project is in the first stage of preparing the material which involves frequent meetings with selected groups of teachers, first of all to identify the topics to be used, and then to produce appropriate work.

A teaching pack of five independent but integrated units is envisaged: Media Literacy will explore how communicated images and language are perceived; Images of Other Countries will look at how the countries of the "south" are shown on the media, whilst Bias and Stereotyping will look at images of people both in the "south" and Britain or the Netherlands (where a sister project is being constructed).

Understanding the News will be aimed at helping students disentangle fact, opinion and supposition in press and TV and elucidate editing and style; and Media Democracy will be focused on the nitty-gritty of ownership, access and control. The material will be tried out twice and revised according to experience in schools before being printed and distributed. In 1986, and will be launched with in-service training courses and conferences for teachers.

The question remains: is all this effort a sop to brutal realities, financed by the EEC as cheaper than shifting a food mountain? Or simply water off the ducks' back of children inured to misery by glib TV images? Bob Kirby, like everyone working in Development Education, is optimistic. "I don't think you can say. Here is something that will always work, but I do think a lot can be done even in traditional classrooms to make kids gain more from their education and understand the effect Britain has and is having on the rest of the world."

The Development Education Project can be found at 801 Wilmslow Road, Didsbury, Manchester M20 8RG Tel: 061-445 2495. And the National Association for Development Education Centres is at 128 Buckingham Palace Road, London SW1W 9SH. Tel: 01-730 0972.

A level geology

geology. The booklets are well illustrated with many maps, diagrams and tables. However, most of the photographs are reduced to about 5 x 8cm and their subject matter is not always clear without suitable annotation.

A few exercises are included in the texts with answers given as an appendix, but, with the wealth of information provided in the illustrations, there is the potential for the teacher to develop many more to suit both pupils' abilities and course requirements. A reading list at the end of each booklet contains many of the undergraduate texts referred to earlier. With this series as a primer, more able pupils will be better placed to use these advanced

texts. The price of £1.25 certainly makes the booklets excellent value. However, the quality of reproduction is reflected in the price and the review copy of *Geochronology* had the acknowledgement page printed twice but no answers or reading list. On the other hand, class sets of six booklets are within the budgets of many geology departments.

As long as geology remains a minority school subject, publishers will argue that it is not economic to produce thematic textbooks such as exist in geography. This series is to be warmly recommended, though the need still exists for more of its type.

A R Cook

Genetics

Drosophila melanogaster T1.4 (Ref M 291452)
A set of 26, 35mm colour slides Price £16.90
Also available as a full frame filmstrip (ref M 291476). Price £11.50
Both with a booklet of teaching notes Available from Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BJ.

This set is designed to do three things - to illustrate the techniques of culturing and manipulating *drosophila*; to illustrate the stages of the life-cycle; and to show some of the mutants commonly used in breeding investigations. The slides on techniques illustrate items such as the culture bottles and etherizer, and the scoring and counting of flies. Six slides are devoted to very carefully showing you how to sex the flies. All the stages of the life-cycle, egg, larva, pupa and adult, are illustrated. The last seven frames illustrate different mutants.

The standard of photography is variable. Those frames illustrating the insect are uniformly good with the important features clearly shown. Those taken in the laboratory appear, in most cases, to have been taken by flash in such a way that the background is left dark, spoiling the overall quality. The notes are full and, besides describing the illustrations and their relevance, provide a good background on the cultivation and handling of *drosophila*. It does not, perhaps naturally, tell you of all the pitfalls, or what you do when, despite all your efforts, you arrive at an answer which would make Mendel turn in his grave, but it is a useful addition to a biology department where *drosophila* is considered.

John A Barker

Looking back from week 52

Hugh David surveys Children's Television and makes a personal selection

Apart from the offerings surveyed elsewhere on this page Children's Television tends to ignore Christmas. There's the occasional pantomime. They light candles in an Advent calendar on the BBC's *Blue Peter* but, apart from some seasonal jollification on *Rainbow* (Thames), that's about all in the regular series.

Television executives will tell you that any further junketing is unnecessary. Taken overall British children's programmes are the best in the world. They provide a 52-week-a-year service informing, instructing and entertaining in the best tradition of public service broadcasting. They will have been continuing to do exactly that over the past year, but this Christmas, in what television people call the "peak" period, they will be doing it with a vengeance.

That being the case and Week 52 being the end of the year in anyone's diary, it is perhaps appropriate to take a look back at our children's week in 1984. I shall be looking at what we saw, what we heard, what we thought, and what we felt. I shall be looking at what we saw, what we heard, what we thought, and what we felt. I shall be looking at what we saw, what we heard, what we thought, and what we felt.



Fitting the bill

Police Officer. Produced by the Central Office of Information. Available for sale or free loan from CFI, Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN.

This new video bills itself as giving a realistic account of the kinds of encounters the police encounter on duty. One incident, depicted as part of the training of a young WPC, shows the stopping of a vehicle. The purpose of a routine stop is to check the driver's licence, the vehicle's insurance, and the driver's fitness to drive. The video shows the driver's perspective, the officer's perspective, and the driver's perspective.

certainly be seen again. And again. But the attention *The Box of Delights* attracted only set the seal on what was an exceptionally public year for children's television. After a little promoting even the Sunday night review programme *Did You See...?* (BBC) caught on. Elsewhere, sociologists tuned in and talked to children, only to discover that what they really liked, their "fave programme", was not a children's show at all.

The A-Team (ITV) is an American action-adventure series differentiated from many others only by the presence of the fat, black Mr T. That plus the fact that the action is more violent, the principals more numerous and every-one markedly less attractive than either the lads in *Legmen* (ITV) or Bo and Luke in *The Dukes of Hazzard* (BBC).

Other events which made - or should have made - the headlines in 1984 were the comings and goings of various programme presenters. Anneka Rice left *CBTV* (Thames) for *Treasure Hunt* and the 22-carat Celebrity Status which comes only to those who appear on TV games shows. Jim Sweeney (and later Steve Sweeney) bade farewell to the same show in a genuinely moving moment. A man's gotta do.



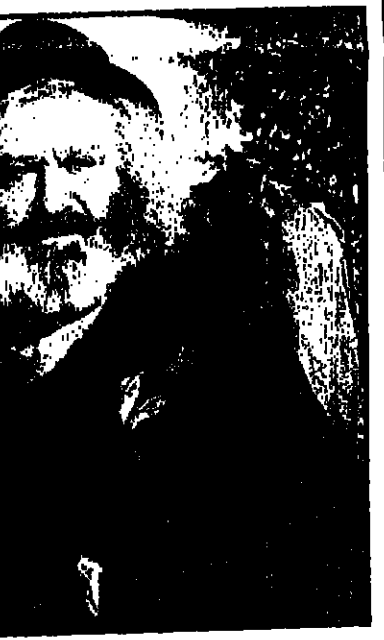
waves it down and tells the driver: "I'm just doing a vehicle check." There's a perfect opportunity here for young people to find out about what a policeman's powers are when it comes to stopping vehicles in the street, particularly as many of the intended viewers are likely to be teenagers with their first motor bike or a provisional car licence.

Unfortunately the sequence ends, rather abruptly, leaving the impression that the police are entitled to stop vehicles more or less at random. The fact is, that when a driver is asked to stop by a policeman he is asked to stop for a reason. A police officer can stop a car for the intention of enforcing the Road Traffic Act, which allows him to check the car for mechanical faults. Under the same laws, he can ask for driving licence, certificate of insurance, etc. What a policeman can't do is ask a driver to stop and then ask questions that are unrelated to the Road Traffic Act. Later in the video we learn, more or less in passing, that the car in the exercise was indeed stolen, but the words "routine check" do stick in the mind.

other direction were, among others, *That's Life's* Joanna Munro, Penelope Keith and HRH The Prince of Wales, who appeared in a special *Jackanory* (BBC). But, despite a rocky start, the year's Most Promising Newcomer must be Michael Sundin. The diminutive Georgie trampolinist has already found his feet as the new *Blue Peter* Action Man and shown that, like Chef Duncan before him, he too can cook a mean marshmallow cake.

Programmes on the whole remained more stable than their presenters. No one found much to complain about in *Orange Hill* (BBC) this year, and by the end of the second series of *Tucker's Luck* (BBC) Jenkins, its most famous alumnus, was still without a job. More seriously *John Craven's Newsround* (BBC) and Johnny Ball's *Think of a Number* (BBC) continued to purvey the same mixture as before, and every bit as well. *First Post* (Granada) went on doing for children everything that Barry Took claims *Points of View* does for adults, but doesn't.

The Entertainment Programme of the Year was undoubtedly *Blackadder*. Central Television's sixth-form quiz is *University Challenge* with the common touch. Slick and witty, it has yet to be seriously threatened by the BBC's *Beat the Teacher*. But forget all about starters for ten; question-master Bob Holmes regularly does out calculators, computers, trips to Kenya and hundreds of pounds to the lucky kids when can survive a Gold Run. Broadcast three afternoons a week (in London at least) and absolutely unmissable.



As was *The Museum Trail* (Granada) which came from nowhere to become the best information programme of the year. John Huntley's jaunty around some of our smaller, specialist museums was ravishing to watch and packed with facts. Regular

viewers learnt how to make butter by hand and what happened when a nineteenth-century surgeon amputated a limb. But, so lightly was the information imparted, unlike the luckless patient they didn't feel a thing.

Like Frankie, *Super Ted* (BBC) is apparently off to Hollywood. He will be sadly missed, although *Dangermouse* (Thames/Cosgrove Hall) and the wonderful *Henry's Car* (BBC) - to say nothing of *Roland Rat*, *Superstar* - have given and will continue to give some consolation to the under-fives. All are commended, as is *Tickle on the Tum* (Granada). *Alphabet Zoo* having reached a final, irrevocable Z, Ralph McTell and his team have turned their attention to telling stories about life in this extraordinary English village. The series could run and run.

It will certainly be around in 1985 (the episodes have already been recorded). So too and struggling to make an even bigger impact will be several new shows. To judge from the glossy brochure which arrived a few weeks ago, *Super Gran* (Tyne Tees) is going to be every bit as elaborate as *The Jewel in the Crown*, but with rather more laughs.



Granada Television have been hinting darkly that a one-off play introducing *The Old Firm* which they produced for the Children's ITV *Dramarama* slot was only the start of something big. Watch out for a "junior *Minder*" with Brian Cant playing the lead of a slightly seedy private detective agency. Watch out too for that Peter Duncan. The BBC have recently been egging him on to feats of bravery (or foolishness) greater than even *Blue Peter* could allow. See how he fared in a new series to be called *Duncan Dares*, a sort of *In the Deep End* with a hairy chest. Happy viewing!

From left to right: Paul Henley with CBTV guest; Patrick Troughton in *Box of Delights*; *Dangermouse*.

Child's Xmas

Carolyn O'Grady on Christmas offerings

Since *The Snowman* and *The Wind in the Willows* Christmas has become time for a few classy offerings for children. This year will not have disappointed. Though one item was a repeat and another is scheduled for the New Year, there will certainly be enough to keep the discriminating child and his or her parent happy.

Mary Poppins and a *Fraggle Rock* Special, called "The Bells of Fraggle Rock", were sure-fire hits, television playing safe, but Channel 4's major offering, *The Young Witches*, which went out on Christmas Day, though already shown to a small audience at the London Film Festival in November had still to find a following. Undoubtedly it will have done. It was a magical, extremely funny evocation of the book of the same mispell title by nine-year-old Daisy Ashford.

On the surface the book is an improbable basis for a film. It is a short story of love and social mores, written with inadequate punctuation and dotted with spelling mistakes (retained in all editions). Its structure defies all conventions. But by dint of some pretty wonderful acting which gleefully shakes every nuance out of the dialogue, and direction which recognized that our enjoyment of the book and film relies to a great extent on knowing that it is the version of nine-year-old, but that that does not diminish the book's quality, the film perfectly and unapologetically conveyed Daisy's view of life. It presented a unique mixture of innocence and acute insight into human foibles and frailty.

On Boxing Day, Thames showed *The Pied Piper*, the repeat of a production. It is a lyrical visual representation of Browning's poem read by Robert Hardy. The model of the Pied Piper (all the cast are unimpaired models) is a creature of magical charm, a twinkling angel of retribution.

Alice in Wonderland is an extraordinarily difficult book to film. Pure fantasy made concrete can easily become tedious unless the interpretation is extremely strong. The Russian cartoon version of *Alice in Wonderland*, to be shown on BBC2 on December 27 1985, is not quite strong enough and lacks visual coherence. However, there is a doughty black haired Alice and a climatic trail of the knave, with a queen who is awesome in her civility.

Another treat still in store *Gaiety Garden* (BBC 1, January 2, 7pm). An amazing programme, recorded electronically by the BBC's Natural History Unit in Bristol, it has two humans travelling back through time and space to try and discover why the life support system on their artificial planet, in which they fled following the "great destruction", are decaying. What they don't realize is that they are now only two inches tall. The stage is now set for an extraordinary adventure among giant insects, birds and other plants and creatures with some, none to heavy, education thrown in. Special techniques capture convincingly the viewpoint of the two miniature travellers as they walk and fly through the flowerbed jungle. Not to be missed.

A new edition of *The Young Witches* with drawings by Patsy Simmonds has been published recently by Chatto and Windus, who have also published the first biography of Daisy Ashford: *Daisy Ashford: Her Life, which is by Mrs R M Malcomson, Daisy's niece*.

4 Television Programme Recording

Week commencing 28 December 1984.
Due to Christmas scheduling there will be no programmes available for licensed recording during this week.
Programmes will be available week commencing 6 January 1985.

For more information contact:
TV Recording Licence Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 83122

4 TELEVISION PROGRAMME RECORDING

Advance Information of Programmes Available For Recording For The Month of January, 1985.

January 8th	15.45 Years Ahead	Fee Code B	January 20th	17.30 The Business Programme	Fee Code F
January 9th	18.30 The Living Body	Fee Code E	January 22nd	15.45 Years Ahead	Fee Code B
January 10th	20.30 Diverse Reports	Fee Code A	January 23rd	18.30 The Living Body	Fee Code E
January 11th	19.30 Right To Reply	Fee Code B	January 24th	20.30 Diverse Reports	Fee Code A
January 12th	20.15 A Week In Politics	Fee Code B	January 25th	19.30 Right To Reply	Fee Code B
January 13th	17.15 The Business Programme	Fee Code F	January 26th	20.15 A Week In Politics	Fee Code B
January 14th	15.45 Years Ahead	Fee Code B	January 27th	17.30 The Business Programme	Fee Code F
January 15th	18.30 The Living Body	Fee Code E	January 28th	15.45 Years Ahead	Fee Code B
January 16th	20.30 Diverse Reports	Fee Code A	January 29th	18.30 The Living Body	Fee Code E
January 17th	19.30 Right To Reply	Fee Code B	January 30th	20.30 Diverse Reports	Fee Code A
January 18th	20.15 A Week In Politics	Fee Code B			

DIARY

'Trying to take teachers seriously...'

The enclosed letter was discovered on the steps of Waterloo Station by a keen young TES diarist, who, because of the current spate of official secrets acts prosecutions, wishes to remain anonymous. It seems to have fallen from an overloaded Christmas mail sack emanating from the Department of Education and Science.



DEPARTMENT OF EDUCATION AND SCIENCE
ELIZABETH HOUSE, YORK ROAD, LONDON SE1 7PH
TELEPHONE 01 413 1211
FROM THE SECRETARY OF STATE

Miss Sheila Browne
Principal
Newnham College
Cambridge CB3 9DF

Dear Sheila,
I'm enclosing this note with your Christmas card for two reasons. First, I do like to include something extra when I come to the occasional individual I admire amidst the endless list of mediocre undersecretaries and vice-chancellors my private office feels I ought to remember at Christmas; but second because I notice that you seem to have accepted the invitation from that lady at the ILEA who used to be something to do with Tony Benn, to investigate North London Polytechnic - a subject on which I want to make a proposition in a moment.

I miss you. Really rather badly. As my Chief HMI you were one of the few people who was able to convince me that there was some point in being Secretary of State for Education. It was you who persuaded me to try to change the educational atmosphere from arid wrangles about resources and selection into the real stuff of the classroom chalkface; it's a theme on which I've made speeches all over the place - trying to take teachers seriously, enter a dialogue, all that sort of thing. My Sheffield speech got a very good reception, considering it was rather liberal and conciliatory in tone. Even Margaret approved in those days.

But what do I get for it all? The NUT is behaving worse than ever - and God knows what we're going to do about Burnham next year: morale seems to be as low as ever, in spite of all the speeches I make saying money isn't everything; and then, when I try to do something sensible about student grants, even my own backbenchers turn and savage me. It's a wonder I'm still in the cabinet; I suspect it's just for old times sake and because she knows I vote very reliably on economic policy. But I seem to have nothing to show for all my efforts and a quite poor reputation for producing banana skins into the bargain. Though I'll always have respect for you, I don't feel much peace or goodwill to my fellow men this Christmas.

I feel so alone. I do miss William. He was so sensible about the pieces of the



Sheila Browne (inquiry)...

education system I never quite understood - like the polytechnics. But it was inevitable he should be sent off for a spell of exile in pollution and local government. I also miss Rhodes Boyson - though I never thought I would. I never really understood a single word he said. I was talking to a private secretary of his at one of those awful office Christmas parties which we both always hated, and he told me he had to rewrite a whole Boyson Commons speech from scratch, since not a word the shorthand writers took down made sense.

But Robert Dunn is a very bad swap. I can understand what he's saying, and it depresses me. He's not very bright, you know. Someone told me he's Margaret's spy in my ministry; if that's true, I'm sure she could find more intelligent spies than Robert. I try not to let him make any speeches or anything like that, but that just gives him more time to go off and conspire with those dreadful new local politicians my party keeps throwing up, and make idiotic suggestions of which my officials have to disabuse him very quietly and slowly in words of one syllable.

If only I had a like-minded political adviser, it wouldn't be too bad, but Oliver Letwin has deserted for the Cabinet Office and left me with Stuart Sexton, who now seems to be a hardy perennial about the place. I found him in my office when I first arrived and asked how he got there but no one could remember any longer - he's survived Norman St John-Stevas, headlines in the *Daily Star*, Mark Caville, and now me, so I suppose he'll go on for years and years. But he's not the sort of person I can talk to about those difficult ethical problems which still torment me and which you were so very helpful.

Which brings me - just before I get on to the Polytechnic of North London - to my latest trials and tribulations. I knew I was right all along to switch money from student grants to science; but I should have realized that so many of our MPs had teenage children. They were voting with their feet for the pockets. As poor John Wakerman, our currently injured chief whip, confided to me, this is the first new intake of Conservative MPs who've come into



Patrick Harrington (started it all)...

Parliament for the money. Everyone has been most kind to me, saying it could have happened to any minister. But I still can't help feeling that if only I'd had someone like you who I could really talk to, as I did in the old days, it would not have been so bad.

Must stop rambling. I've been thinking about this inquiry you've decided to chair into North London Polytechnic. Now I don't want to dissuade you from doing these things, but all my contacts tell me that it's a Marxist plot to upstage me; and that I should respond by having an inquiry of my own into ILEA. I don't honestly see how I can; as you know, we've done little else but inquire into ILEA for the past five years and not come up with any of the damning evidence that our informants told us we would. In fact, we always seem to decide in the end to save the wretched organization and strengthen it in perpetuity.

But I really do have to rely on those of our people who know the place well. I understand that Caroline Cox actually used to teach sociology there - though nowadays I can never be quite sure whether she's a member of an educational researcher or just a Baroness. There's a physics lecturer friend of hers called Marks (they seem quite inseparable), who has some real horror stories about the place, and even insists that Harrington, the National Front man who started it all, is a charming fellow; though my HMIs tell me that Harrington isn't doing physics and, indeed, that there are now very few physics students left in the place for Marks to teach. So I'm resisting our people's demands; indeed, I'm not sure if they're all that representative.

They all seem to be in some break-away union called the Association of Polytechnic Teachers, which I was led to believe was more popular than it has turned out to be.

So I have one request. Do you think, as the evidence starts coming in from your inquiry, we could get together. We might even fix up a mutually satisfactory Report. I would like to know what's really going on there, as I want to do something radical about the polytechnics one day. As you know, I've put Mary Warnock, your fellow principal at Gorton (I find she's actually called the Mistress of the place) on a



Caroline Cox (lectured in sociology)...

committee to overhaul the Council for National Academic Awards. I've never trusted them since they gave the green light to all those Marxist sociology courses at North London Polytechnic, just when my inspectors thought it was very biased, low-grade stuff.

So I'm toying with abolishing the CNAA and letting my HMIs award polytechnic degrees. Perhaps the three of us could get together and work out some really global solution for the polytechnics. As you will remember, we wanted Mary to be chairman of the NAB and run the polytechnics instead of that very handsome young man at Keble - but for some reason the local authorities didn't want her. Perhaps we could all dine together at Cambridge one evening in the spring and organize things. As Brian Walden recently so perceptively noticed, politics is getting very sordid these days and I do hanker after a more civilized life.

Indeed my thoughts increasingly turn towards a quiet retirement. I'm sure Margaret would put me in the Lord, but I don't think I could satisfy me. I must confess a certain jealousy of you and Mary. Rab Butler progressed effortlessly from the ministry of education



Marxist plot?

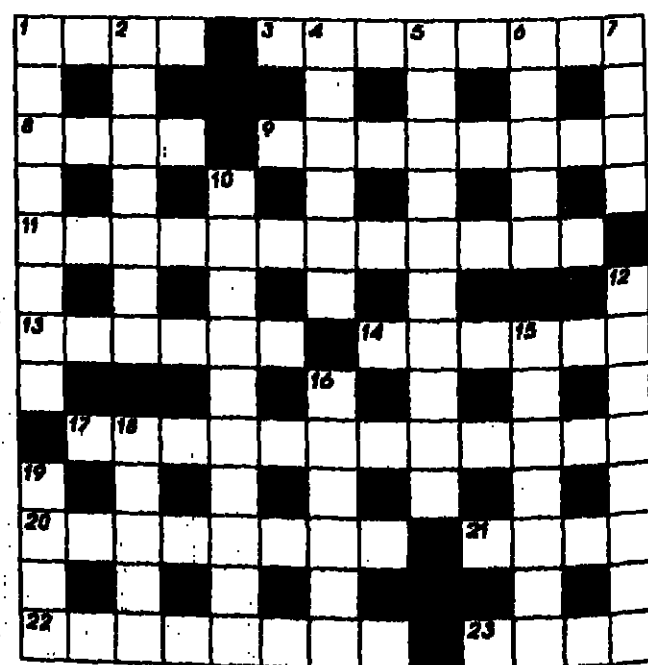
to a civilized retirement at Trinity, in my modest way, I'd like to move in the same direction. Even an ordinary brick university would be acceptable. Do you think you could put the word about? I have a nasty feeling the monetarism will shortly go out of fashion and they'll say I'm tainted with it. But as you know, I'm really an academic; I do tend to see both sides of the problem. That's why I was once accused the other day by Chris Price in *The Times* of being a "secret socialist". They tend not to advertise these top jobs, so do let it be known I'm in the market.

In the meantime, I'll ring you about the evening in Cambridge. Better let my private office know about it. Do I wear a dinner jacket at Newnham? I'm getting quite excited about it already. Happy New Year.

Yours ever,

Rab Butler

No 183 CROSSWORD by Rufus



Across

- 1 What dogs do around trees (4)
- 3 Gallant with a strain of swarthy left in him (6)
- 6 Adopt refuge the king (4)
- 9 A check on the present demand for bread (4,4)
- 11 Not descriptive of those with dull pupils (5,7)
- 13 Recreant being in late perfumery (6)
- 14 Mike's boy - turns out to be from the North (6)
- 17 Union demonstration (7,5)
- 20 Cancel my order for hair (6)
- 21 Despatch employed in radio speech (4)

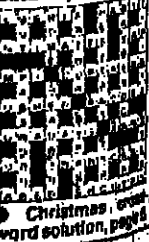
- 22 The quality of the sea Italy's in, perhaps (6)
- 23 Marine detachment (4)

Down

- 1 Breaks surface of water off Aberystwyth (8)
- 2 Think what water can do (7)
- 4 The handsome chap said no, unfortunately (6)
- 5 Nevertheless, shows no distinctive quality (3,3,4)
- 6 I am on time for the picture (5)
- 7 Depend on entirely? Not half! (4)
- 10 Name the country (5,3)
- 12 It means the accepted man can go

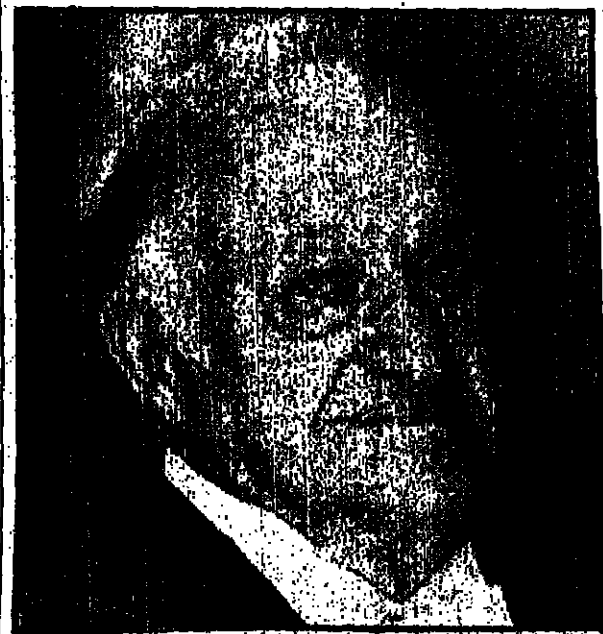
- free - absolutely free (2,6)
- 15 Is run not after but ting had collapsed (7,5)
- 16 When in a hole, use your ingenuity (6)
- 18 Excellent, if not East, way to surpass others (5)
- 19 Plays parts or plays parts (4)

Solution to puzzle No 182



Christmas puzzle word solution

مكتبة الأمل



The late Lord (Rab) Butler - civilized retirement



Dame Mary Warnock - three's company for a global dinner